(A) State Success Factors (125 total points)

(A)(1) Articulating State's education reform agenda and LEAs' participation in it (65 points)

The extent to which—

(i) The State has set forth a comprehensive and coherent reform agenda that clearly articulates its goals for implementing reforms in the four education areas described in the ARRA and improving student outcomes statewide, establishes a clear and credible path to achieving these goals, and is consistent with the specific reform plans that the State has proposed throughout its application; (5 points)

(ii) The participating LEAs (as defined in this notice) are strongly committed to the State's plans and to effective implementation of reform in the four education areas, as evidenced by Memoranda of Understanding (MOUs) (as set forth in Appendix D)[1] or other binding agreements between the State and its participating LEAs (as defined in this notice) that include— (45 points)

    (a) Terms and conditions that reflect strong commitment by the participating LEAs (as defined in this notice) to the State's plans;

    (b) Scope-of-work descriptions that require participating LEAs (as defined in this notice) to implement all or significant portions of the State's Race to the Top plans; and

    (c) Signatures from as many as possible of the LEA superintendent (or equivalent), the president of the local school board (or equivalent, if applicable), and the local teachers' union leader (if applicable) (one signature of which must be from an authorized LEA representative) demonstrating the extent of leadership support within participating LEAs (as defined in this notice); and

(iii) The LEAs that are participating in the State's Race to the Top plans (including considerations of the numbers and percentages of participating LEAs, schools, K-12 students, and students in poverty) will translate into broad statewide impact, allowing the State to reach its ambitious yet achievable goals, overall and by student subgroup, for—(15 points)

    (a) Increasing student achievement in (at a minimum) reading/language arts and mathematics, as reported by the NAEP and the

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[1] See Appendix D for more on participating LEA MOUs and for a model MOU.

assessments required under the ESEA;

(b) Decreasing achievement gaps between subgroups in reading/language arts and mathematics, as reported by the NAEP and the assessments required under the ESEA;

(c) Increasing high school graduation rates (as defined in this notice); and

(d) Increasing college enrollment (as defined in this notice) and increasing the number of students who complete at least a year's worth of college credit that is applicable to a degree within two years of enrollment in an institution of higher education.

In the text box below, the State shall describe its current status in meeting the criterion, as well as projected goals as described in (A)(1)(iii). The narrative or attachments shall also include, at a minimum, the evidence listed below, and how each piece of evidence demonstrates the State's success in meeting the criterion. The narrative and attachments may also include any additional information the State believes will be helpful to peer reviewers. For attachments included in the Appendix, note in the narrative the location where the attachments can be found.

Evidence for (A)(1)(ii):
- *An example of the State's standard Participating LEA MOU, and description of variations used, if any.*
- *The completed summary table indicating which specific portions of the State's plan each LEA is committed to implementing, and relevant summary statistics (see Summary Table for (A)(1)(ii)(b), below).*
- *The completed summary table indicating which LEA leadership signatures have been obtained (see Summary Table for (A)(1)(ii)(c), below).*

Evidence for (A)(1)(iii):
- *The completed summary table indicating the numbers and percentages of participating LEAs, schools, K-12 students, and students in poverty (see Summary Table for (A)(1)(iii), below).*
- *Tables and graphs that show the State's goals, overall and by subgroup, requested in the criterion, together with the supporting narrative. In addition, describe what the goals would look like were the State not to receive an award under this program.*

Evidence for (A)(1)(ii) and (A)(1)(iii):
- *The completed detailed table, by LEA, that includes the information requested in the criterion (see Detailed Table for (A)(1),*

(A)(1)(i) – In recent years, Indiana has made modest progress in advancing education reforms. Achievement gaps have narrowed, overall performance on standardized tests has improved, and Indiana is currently on a path to ensure that all Hoosier students are eventually proficient in mathematics and English/language arts. But "eventually" is the key word: at Indiana's current pace of improvement, it will take more than 35 years for all Hoosier students to demonstrate proficiency in mathematics and at least 60 years in English/language arts. This glacial rate of change is unacceptable. Indiana is a state in a hurry. The Race to the Top ("**RttT**")[2] cannot start soon enough.

The RttT competition catches Indiana mid-stride in bold education reform efforts that align entirely with the grant's criteria. As a result, success in RttT will not dictate the trajectory of education reform in Indiana. Importantly, however, securing funding for our state will exponentially increase the tempo of change for Hoosier students. This is why Indiana's RttT reform agenda is the "*Fast Forward*" plan – because RttT will enable Indiana to accelerate the reforms it has started and which are so necessary to markedly improve student outcomes, close gaps in student achievement and make other key gains.

Over the past twelve months, working together with Governor Mitch Daniels and the Indiana General Assembly, the Indiana Department of Education ("**IDOE**"), under the leadership of State Superintendent of Public Instruction Dr. Tony Bennett, has made significant progress in fostering a reform-ready environment and setting the stage for the additional bold and innovative initiatives outlined in Indiana's *Fast Forward* plan. The examples of change achieved in only a few months' time are numerous. By revamping teacher licensing standards, revising statutory language that prohibited the use of standard assessments in evaluating teacher effectiveness, enforcing existing laws in order to expand the instructional time children in Indiana receive, successfully blocking

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2 A glossary is included as Appendix A-1.

attempts to place a cap on the availability of charter schools, and establishing a pilot program for online charter schools, Indiana has demonstrated that the conditions in the State are ripe for dramatic reforms.

These changing conditions over the last twelve months have not gone unnoticed. From editorial pages to public meetings to private gatherings, Hoosiers are talking about what attributes make a great educator or instructional leader, the ways in which charter schools are working and how they should be expanded, the efficacy of Indiana's statewide assessment, and the vexing problems posed by the State's most persistently failing schools. In total, over the last year, thousands of articles, letters to the editor, and editorials have appeared in Indiana's newspapers discussing education reform. Indiana's appetite for reform extends far beyond the walls of the Governor's and the State Superintendent's offices.

While absolutely necessary, the state's courage to begin to radically change education-as-usual, and the public's support for it, are by themselves insufficient. The reforms set forth in this *Fast Forward* plan will only take hold in a lasting and meaningful way when they are carried out by dedicated agents of change in district offices, school buildings and classrooms statewide. This is remarkably easy to declare and equally difficult to accomplish, with 358 local education agencies ("**LEAs**"), more than 1,850 schools and approximately 60,000 teachers across Indiana.

Given this challenge, Indiana's approach to RttT dispels the notion that what is required to achieve the needed paradigm shift and performance improvement is simply "more" – more support to districts; more state and local capacity-building; or more financial resources. Rather, Indiana's reform agenda asserts that what is required to create champions of change throughout the education system is "different" – different levels of transparency through common, well-publicized data; different supports to districts from IDOE that take advantage of its unique assets; and different state and local policies that acknowledge and remove existing barriers to progress.

The interdependent goals of this *Fast Forward* agenda are (1) to rapidly, systematically and permanently transform the structure of

education in Indiana and make Indiana a breeding ground of educational innovation; and (2) to create a critical mass of classroom champions who embrace this new structure and demonstrate significant student achievement gains by working within it. The first cannot be successful without the second and the second cannot achieve meaningful gains without the first. Over time, Indiana believes that this critical mass will reach a tipping point, institutionalizing RttT-inspired reforms and sounding a death knell for today's status quo and the mediocre student growth results it has produced.

Indiana will reach these goals using a set of over-arching strategies that are interwoven throughout this application. By deploying these strategies, Indiana will create a fundamentally new and different role for the state department of education, centered around the following:

1. *Fostering the courage to act*. The challenging jobs Indiana's leaders and teachers have been asked to undertake cannot be underestimated. The bold reforms proposed, and in some cases enacted, within the confines of the state capitol building are multiple degrees more challenging to translate into action than the traditional approach. Unlike regulatory compliance, courage cannot be mandated by IDOE. To give local leaders the backing they need, the *Fast Forward* plan will create powerful financial incentives for bold action; shine a bright spotlight on data to reveal success and failure; and change state policies and practices to support the activities LEAs must carry out. IDOE's efforts will insulate local educators and administrators from political pressures and embolden local leadership, in much the same way that the federal RttT requirements have impacted state policymakers around the nation. This strategy particularly underpins the initiatives set forth in Sections D and E of this plan.

2. *Arming those LEAs ready to act with effective supports*. As the State makes plans to implement common standards and assessments, to deploy enhanced data systems and instructional strategies, and to move to common teacher and principal evaluation frameworks, the work inevitably burdens Participating LEAs with near-term challenges while betting on a long-

term win. While these are the right reforms to pursue, state departments of education themselves too often lack the capacity to deliver the high-quality support LEAs and educators need. As a result, the *Fast Forward* plan will pioneer a new generation of help. To ease the implementation of new systems, IDOE will partner with other states to develop more effective, accessible, usable supports than any state could build by itself; streamline its own operation to increase the quality of service that the state provides; and provide other supports it is uniquely positioned to bring to bear, such as recruiting first-rate, nationally recognized human talent to the state to help plug shortages in key areas. This strategy is at work throughout Sections B, C, D and E of this plan.

3. ***Interceding when, for whatever reason, LEAs are unable or unwilling to make necessary change.*** Children cannot bear the risk of differences in the willingness or capacity of individual districts to enact reforms. This plan enlists partner LEAs and their local association representatives to take numerous difficult actions, but given differences in the political, cultural and administrative landscapes across districts, Indiana cannot allow its success or failure to be completely contingent upon all 358 LEAs doing so. The State must institute a series of measures that serve as a backstop to ensure that the most critical changes set forth in this plan are completed. By intervening directly in persistently failing schools and by aligning accreditation and licensing standards with RttT priorities, IDOE will serve as a single point of accountability for achieving the most fundamental of the intended reforms for all LEAs. This strategy is evident across Sections D, E and F of *Fast Forward*.

These strategies, and the many initiatives that underlie them, will fundamentally change the role of IDOE as the state education agency; the interactions between teachers and school leaders; the visibility and usability of student, teacher and leader performance data; and ultimately the outcomes of student achievement. While some of the supporting initiatives are investments that will augment programs that are working productively in the existing system – enhancing the presence of Teach For America, for example – most of these efforts will take advantage of one-time RttT funds to effect change at a structural or policy level. These changes, along with the growing network of champions who support them, will persist long after the Race to the Top has ended.

The many Indiana stakeholders – especially IDOE and Participating LEAs responsible for carrying out these swift-moving and sweeping reforms – are not naïve in their understanding of the difficulty of following this roadmap. There is something in this *Fast Forward* plan that causes most every player discomfort. This must be the case – the plan must be audacious and demanding – if it is going to fulfill the exceptional and imperative mission of the Race to the Top.   Indiana stakeholders are committed to following the path of these reforms and have laid out an exacting plan to do so.

(A)(1)(ii) – The model Partnership Agreement (Appendix A-2) represents the binding agreement between IDOE and Participating LEAs. All of Indiana's 231 Participating LEAs have executed this Partnership Agreement without modification. The completed detailed table, by Participating LEA, that includes the information requested in Section (A)(1)(ii), is included as Appendix A-3.

(A)(1)(ii)(a) – By executing a Partnership Agreement, each Participating LEA commits to implementing all applicable aspects of the *Fast Forward* plan. Under the terms of the Partnership Agreement, Participating LEAs must prepare detailed work plans describing specific goals, activities, timelines, budgets, key personnel and annual targets and setting forth the manner in which the respective Participating LEA will locally implement Indiana's *Fast Forward* plan in a meaningful and high quality way. The work plan will require the signatures of the LEA superintendent, the president of the local school board, and the local teachers' association leader. Participating LEAs have accepted responsibility for sharing best practices, participating in program evaluations, and providing all necessary information to IDOE (through the Support and Accountability Office described below). Importantly, the Partnership Agreement empowers both IDOE and the Participating LEA to collaborate in good faith throughout the life of the grant to ensure continued alignment between IDOE and local planning and implementation activities in order to effectively and efficiently achieve the core goals of Indiana's *Fast Forward* plan.

(A)(1)(ii)(b) – The preliminary scope of work ancillary to Indiana's model Partnership Agreement requires Participating LEAs to implement each of the applicable elements of the *Fast Forward* plan. IDOE is responsible for determining which elements are

inapplicable to a particular LEA (e.g. turnaround requirements for participating LEAs that do not have persistently low-achieving schools). A completed summary table indicating which specific portions of the *Fast Forward* plan each LEA is committed to implementing and relevant summary statistics is set forth below as Table (A)(1)(ii)(b).

(A)(1)(ii)(c) – Indiana is a state ready for significant reform. Nearly two-thirds of Indiana's 331 participating LEAs obtained signatures from all three leaders, including the superintendent, the school board president, and the local teachers' association leader. More than 99% of the Partnership Agreements were executed by both the superintendent and the local school board president. A completed summary table indicating which LEA leadership signatures have been obtained is set forth below as Table (A)(1)(ii)(c).

(A)(1)(iii) – As shown in Table (A)(1)(iii) below, the nearly 92% of LEAs that are participating in this *Fast Forward* plan account for 91.14% of schools, 91.08% of all K-12 students and 92.26% of students in poverty. As a result of this strikingly extensive participation, in addition to the structural reforms that Indiana sets forth in this plan that will apply to participating and non-participating LEAs alike, Indiana is well poised to translate this plan into broad statewide impact. For a detailed review of Indiana's goals for reform, both with and without RttT funding, see Appendix A-4.

As depicted in Appendix A-4, the State has established 80 aggressive, yet achievable, goals for increasing student achievement, narrowing achievement gaps, increasing high school graduation rates and increasing college enrollment. In formulating these goals and ensuring that they are credible, IDOE considered historic improvement trends; pre-RttT reform plans and existing goals; and the projected impact of *Fast Forward* reforms. Because limited data is available for college enrollment targets, IDOE has projected that Indiana will increase college enrollment rates and college credit rates statewide at the same rate or higher as Indiana's high school graduation rate goal. Consistent with the *Fast Forward* strategy, the graphs contained in Appendix A-4 show that the trajectory of change is similar with or without RttT funding, but the rate of change is dramatically different. Especially noteworthy is the affect on the achievement gap: while Indiana expects to narrow achievement gaps between Black and White students and between Hispanic

and White students by 1% regardless of the availability of funding, it expects to reduce each of these gaps by 10% if Indiana is awarded a RttT grant.

The completed detailed table, by Participating LEA, that includes the information requested in Section (A)(1)(iii), is included as the previously-referenced Appendix A-3.

Summary Table for (A)(1)(ii)(b)

Elements of State Reform Plans	Number of LEAs Participating (#)	Percentage of Total Participating LEAs (%)
B. Standards and Assessments		
(B)(3) Supporting the transition to enhanced standards and high-quality assessments	331	100%
C. Data Systems to Support Instruction		
(C)(3) Using data to improve instruction:		
(i) Use of local instructional improvement systems	331	100%
(ii) Professional development on use of data	331	100%
(iii) Availability and accessibility of data to researchers	331	100%
D. Great Teachers and Leaders		
(D)(2) Improving teacher and principal effectiveness based on performance:		
(i) Measure student growth	331	100%
(ii) Design and implement evaluation systems	331	100%
(iii) Conduct annual evaluations	331	100%
(iv)(a) Use evaluations to inform professional development	331	100%
(iv)(b) Use evaluations to inform compensation, promotion and retention	331	100%
(iv)(c) Use evaluations to inform tenure and/or full certification	331	100%
(iv)(d) Use evaluations to inform removal	331	100%
(D)(3) Ensuring equitable distribution of effective teachers and principals:		
(i) High-poverty and/or high-minority schools	331	100%
(ii) Hard-to-staff subjects and specialty areas	331	100%

(D)(5) Providing effective support to teachers and principals:		
(i) Quality professional development	331	100%
(ii) Measure effectiveness of professional development	331	100%
E. Turning Around the Lowest-Achieving Schools	331	100%
(E)(2) Turning around the lowest-achieving schools	331	100%

Summary Table for (A)(1)(ii)(c)

Signatures acquired from participating LEAs:			
Number of Participating LEAs with all applicable signatures			
	Number of Signatures Obtained (#)	**Number of Signatures Applicable (#)**	**Percentage (%)** (Obtained / Applicable)
LEA Superintendent (or equivalent)	331	331	100%
President of Local School Board (or equivalent, if applicable)	328	330	99.70%
Local Teachers' Union Leader (if applicable)	171	274	62.41%

Summary Table for (A)(1)(iii)

	Participating LEAs (#)	**Statewide (#)**	**Percentage of Total Statewide (%)** (Participating LEAs / Statewide)
LEAs	331	360	91.94%
Schools	1,730	1,898	91.15%
K-12 Students	950,957	1,044,082	91.08%
Students in poverty	352,314	381,867	92.26%

(A)(2) Building strong statewide capacity to implement, scale up and sustain proposed plans *(30 points)*

The extent to which the State has a high-quality overall plan to—

(i) Ensure that it has the capacity required to implement its proposed plans by— (20 points)

    (a) Providing strong leadership and dedicated teams to implement the statewide education reform plans the State has proposed;

    (b) Supporting participating LEAs (as defined in this notice) in successfully implementing the education reform plans the State has proposed, through such activities as identifying promising practices, evaluating these practices' effectiveness, ceasing ineffective practices, widely disseminating and replicating the effective practices statewide, holding participating LEAs (as defined in this notice) accountable for progress and performance, and intervening where necessary;

    (c) Providing effective and efficient operations and processes for implementing its Race to the Top grant in such areas as grant administration and oversight, budget reporting and monitoring, performance measure tracking and reporting, and fund disbursement;

    (d) Using the funds for this grant, as described in the State's budget and accompanying budget narrative, to accomplish the State's plans and meet its targets, including where feasible, by coordinating, reallocating, or repurposing education funds from other Federal, State, and local sources so that they align with the State's Race to the Top goals; and

    (e) Using the fiscal, political, and human capital resources of the State to continue, after the period of funding has ended, those reforms funded under the grant for which there is evidence of success; and

(ii) Use support from a broad group of stakeholders to better implement its plans, as evidenced by the strength of the statements or actions of support from— (10 points)

    (a) The State's teachers and principals, which include the State's teachers' unions or statewide teacher associations; and

    (b) Other critical stakeholders, such as the State's legislative leadership; charter school authorizers and State charter

(A)(2)(i)(a) – RttT presents an extraordinary opportunity in terms of the intensity, scope and pace of education reform; as such, it demands, and Indiana will deliver against, an ambitious implementation strategy that relies on leadership from the most capable resources and produces measurable results in the shortest amount of time possible.

The quality of human capital entrusted with every level of this plan is critical to determining its success. While IDOE must ultimately be responsible for Indiana's progress under RttT, *the education reforms carried out under the Fast Forward plan are too fundamental to be left to the caprice of political change or to the confines of state employment practices*. Although IDOE has successfully attracted high-quality human capital to its ranks in recent months, based on IDOE's considerable experience, Indiana acknowledges that attracting top talent to government posts is extremely difficult given the State's salary schedule and the

sometimes burdensome human resource policies that prohibit effective recruitment and accelerated hiring.

In order to expeditiously ramp up state-level capacity to launch and sustain the effectiveness of RttT reforms, therefore, IDOE will request proposals for the administration of the *Fast Forward* Support and Accountability Office (the "**Support and Accountability Office**" or the "**Office**"). This Office will be responsible for managing the time-intensive, yet relatively short-term, responsibilities associated with implementing a grant program of this scale. By bringing this additional resource to bear to assist with day-to-day grant management, IDOE can be solely focused on restructuring its staff as necessary to support the more lasting effects of reform.

Drawing on its extensive experience engaging partners for significant statewide work, including the partnerships cultivated by IDOE to build and implement Indiana's network of diagnostic assessments (see Section C), Indiana will implement a competitive bid process and select a preeminent program management partner. Through its in-depth procurement process, IDOE will select a partner or partners that demonstrate(s) (1) strong capacity to deliver and maintain high-caliber human capital to resource the Office; (2) experience in managing or providing strategic advice to large-scale and complex organizations; (3) capability to use and help others access sophisticated technologies; and (4) performance results against aggressive targets, regardless of the industry or project.

Rather than growing state government for purposes of RttT only to contract it again at its conclusion, IDOE will task the Office with those grant-specific responsibilities for which IDOE does not need to immediately gain expertise, including: (1) **Program Management** – providing all general program oversight relative to implementing the *Fast Forward* plan; (2) **Grant Support** – assisting participating LEAs in implementing *Fast Forward* by maintaining regular contact with Participating LEAs to answer grant-related inquiries and provide guidance; (3) **Reporting** – aggregating all required reports and transmitting the same to IDOE for review, modification and submission to the United States Department of Education ("**ED**"); (4) **Evaluation** – engaging an independent entity or entities to evaluate which initiatives are having the expected impact and which require modification; (5) **Best Practices Clearinghouse** – warehousing and communicating best practices from around Indiana and, as the information is available, throughout the country; and (6) **Funds Realignment** – recommending to IDOE a realignment of funds away from those

programs that are not achieving results or from those Participating LEAs that are not implementing *Fast Forward* with fidelity.

Contract payment will be based in part on delivery against each one of the above activities and in part on Indiana's success in meeting the performance metrics established in this application. Additionally, starting in year three of the four year agreement, the managing partner's deliverables will include robust transfer of knowledge and tools, such as the Best Practices Clearinghouse, to IDOE. As a result of this knowledge transfer, IDOE will be ready to assume all continuing responsibilities after the four year term.

Ultimately, IDOE is responsible for the work of the partner firm. Accordingly, IDOE's Chief of Staff will manage the contract relationship with the leadership of the Support and Accountability Office and IDOE will add one executive level staff to serve as the day-to-day liaison with the Office, ensuring appropriate coordination with the many activities that IDOE will carry out under RttT. But final accountability will be to Indiana's Governor and its Superintendent of Public Instruction, who jointly will receive a quarterly written progress report from the Office and who will meet with the executive team of the Office at least quarterly, and more regularly to the extent that the performance targets set forth in this RttT application are not being met for any reason.

Establishment of the Office will augment and concentrate IDOE's involvement in RttT, but it in no way replaces it. Indeed, this *Fast Forward* plan conceives of an entirely new role for IDOE that will serve as a model for other state education agencies. IDOE must and will completely adjust its structure and practices to align with RttT priorities to ensure these reforms become institutionalized and that IDOE is well-positioned to support LEAs in their continuing pursuit of these changes. Doing so is paramount to carrying out the three reform strategies set forth in Section (A)(1)(i). Among the many functions noted throughout this plan, IDOE will train professional licensing and school accreditation staff to support the proposed new regulations, redirect information technology assets to create additional tools to meaningfully link available data to classroom teaching, and realign traditional curriculum and assessment offices to focus exclusively on the Common Core.

IDOE has already undergone significant changes consistent with this objective. In 2009, IDOE shed more than a dozen

responsibilities that, while well-intentioned, distracted IDOE staff from a focus on the RttT reform areas and its underlying goals. IDOE will continue this organizational trajectory, further aligning the agency's regulatory powers, assessments, data systems and other functions and assets with RttT priorities.

IDOE will issue its request for proposals for the management of the Support and Accountability Office within ten days of receiving notice of a RttT award. Potential bidders will be given sixty days to prepare their responses. IDOE will review proposals promptly and will either name a management firm or establish a state office approximately 100 days of notice of an award.

(A)(2)(i)(b) – The Support and Accountability Office will track progress of various initiatives, support Participating LEAs in their reform efforts and redirect activities that have not demonstrated success. Based on rapid-time data available from diagnostic and summative assessments, the Office will (1) identify schools that have experienced statistically significant growth; (2) review the RttT activities of those schools to identify practices that likely gave rise to the growth; (3) rank promising practices based on the magnitude of the change each has prompted and perform a full evaluation of those practices in rank order, to the extent of available resources, grouping similar activities to reduce redundancy; and (4) share results broadly.

In 2009, Indiana invested in an online portal that will serve as a Best Practices Clearinghouse, conveniently and promptly disseminating information about promising practices to administrators, teachers, and other stakeholders. The Learning Connection, described in greater detail in Section (B)(3), supports professional collaboration between educators across schools and districts and will allow *Fast Forward* champions to share their expertise statewide in real-time without leaving their own school buildings.

While confident that many promising practices will be identified through this process, IDOE expects that the Office will identify efforts that have shown no demonstrable improvement in student achievement. Based on an annual review, the Office will make recommendations to IDOE regarding practices that should be discontinued.

In 2009, IDOE reallocated funding from long-established programs that failed to appreciably increase student achievement, despite

pressures to maintain the status quo. For example, IDOE revised its plan for the final year of Reading First dollars and sought proposals mid-year for the use of Individuals with Disabilities Education Act ("**IDEA**") discretionary dollars when a review of key data from historically-funded programs revealed an insignificant return on the federal investment. IDOE will be equally aggressive in holding Participating LEAs accountable for results and redirecting RttT dollars to those Participating LEAs that have demonstrated success and expressed a willingness to replicate other effective practices identified by the Office.

Identification of promising practices will occur as data becomes available—on a quarterly basis for diagnostic and an annual basis for summative assessments. The Learning Connection is currently operational and will immediately house the Best Practices Clearinghouse as practices are identified. The Support and Accountability Office will make recommendations to cease ineffective programs on an annual basis.

(A)(2)(i)(c) – Working with the Support and Accountability Office, IDOE will efficiently conduct the essential functions of grant management in the manner set forth in Section (A)(2)(i)(a), also drawing upon its considerable experience in effectively managing Title I and other federal grant programs.

Participating LEAs will submit program budgets electronically at least annually or as is otherwise required by ED, using existing tools with which LEAs are familiar. Each budget will be monitored for completeness and correctness by the Office and IDOE will partner with Indiana's Office of the Inspector General to investigate any irregularities.

IDOE has established a separate fund center for the receipt of all grants and awards resulting from the RttT application process. This separate account will allow IDOE to easily and effectively monitor the disbursement and expenditures of all RttT awards. The participating LEAs will be required to establish their own separate local fund center accounts to receive the grant awards disbursed by IDOE. Pending final guidance from ED on approved usage of the RttT grant awards, IDOE will use the same approved monitoring and tracking structure that was implemented successfully to monitor other American Recovery and Reinvestment Act

("**ARRA**") grants. This will entail the utilization of state accountants and program directors to communicate expectations and issue follow up disbursement surveys.

To further institutionalize the RttT principles, IDOE will measure and monitor performance against all RttT metrics for LEAs, regardless of their participation in RttT. By April 2010[3], IDOE will conduct an analysis of all data points required to track performance against RttT targets and by June 2010 will incorporate any new data fields into regular reporting so data may be analyzed as it becomes available.

(A)(2)(i)(d) – IDOE will align all federal, state and local funding within its discretion to the goals of the *Fast Forward* plan. IDOE will seek maximum flexibility from ED to make granting of Title I, Title II, Title III and IDEA funds contingent upon an LEA's alignment with RttT priorities beginning in 2010. Likewise, to the extent allowable by state law, IDOE will impose restrictions on the use of state professional development funding, high ability dollars, and all other state resources over which IDOE has oversight to ensure consistency with RttT reforms. For full detail on IDOE's proposed *Fast Forward* budget, please refer to Appendices A-6 through A-10.

Moreover, through the RttT planning process, IDOE has collaborated with local philanthropic organizations, more than ten of whom have signed on in support of this application. Significantly, these organizations have committed to realigning their own funding criteria with RttT priorities to ensure these private dollars align with and help sustain successful RttT reforms. Importantly, a number of initiatives Indiana will support through *Fast Forward* have received support from The Lilly Endowment, a major national foundation which supports educational initiatives and is headquartered in Indianapolis. For a list of these initiatives, see Appendix A-9.

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3 An overview of Indiana's timeline for key activities is included as Appendix A-5.

(A)(2)(i)(e) – Indiana's *Fast Forward* plan charts the State's course for education reform for the coming years. As such, its reforms are designed to extend beyond the parameters of the RttT program and to permeate the fabric of education policy for Participating LEAs and non-participating LEAs alike. Many of the proposed reforms are not funding dependent. For example, IDOE can and will align its licensing and accreditation regulations to be consistent with RttT principles regardless of available funding. Likewise, the priorities and structure of IDOE itself can be adapted to support these reforms without expanding the size of IDOE or significantly affecting its current operating budget.   Together, these and other actions help to guarantee the sustainability of the *Fast Forward* agenda for the foreseeable future.

Furthermore, many of the RttT reforms in and of themselves will allow IDOE to redirect existing funding away from current efforts to help support the continuation of RttT activities. Indiana currently spends approximately $40 million annually to build and maintain its structure of standards and assessments. Given the economies of scale available by collaborating with other states to establish standards, build assessments, and design instructional materials, IDOE will be able to repurpose existing dollars to support other successful initiatives. As noted in Section (B)(2), realizing cost savings is a core tenet of the common assessment consortia IDOE has joined. Similarly, individual districts will realize savings to the extent they minimize the layers of programming currently in effect and redirect spending in accordance with the *Fast Forward* plan.

It is clear, though, that these efforts alone will be insufficient to sustain reforms in the absence of significant changes in education funding. IDOE understands that the single most important thing it must do to maintain buy-in from the countless stakeholders who have been involved in the development of the *Fast Forward* plan is to demonstrate significant progress early in the RttT grant cycle. It is this progress alone that will generate the political will necessary to fundamentally change state education funding.

Toward that end, IDOE will regularly share evidence of RttT reforms' successes and failures with each of these stakeholders, including the Governor and all four caucuses of the Indiana General Assembly, to garner support for reallocating State funding to

support the continuation of successful reforms. Additionally, by tracking new performance measures and making related data available broadly using the deafening pulpits of the Governor's and Superintendent of Public Instruction's offices, IDOE will generate broad public support for a continuation of these efforts, as it has done for many of Indiana's most recent reforms.

(A)(2)(ii)(a) – Leaders from the Indiana State Teachers Association, the Indiana Federation of Teachers, and the Indiana Association of School Principals actively participated in a series of RttT planning sessions chaired by State Superintendent Bennett. These sessions, focused largely around Section D of this *Fast Forward* plan, resulted in several substantive agreements that are incorporated into this application, including a requirement that 51% of a teacher's or principal's evaluation must be based on student growth data and a compromise agreement that permits Participating LEAs to submit to a common evaluation framework rather than engaging a single statewide evaluation tool. Additionally, throughout RttT discussions, the teachers' associations have expressed a strong belief in the importance of local collective bargaining rights. Accordingly, the teachers' associations have left the RttT participation decision to each of their individual members, as noted in a letter from the Indiana State Teachers Association included in Appendix A-10. As set forth above, a significant number of their members have agreed to carry out this *Fast Forward* plan.

(A)(2)(ii)(b) – In total, Indiana has received nearly 200 letters of support from stakeholders across the state. These stakeholders include the Indiana State Board of Education, Indiana State Teachers Association, Indiana PTA, 17 elected officials, 35 community organizations, 24 institutions of higher education, 11 private foundations, 77 Hoosier corporations, educational entrepreneurs and beyond. The Indiana State Teachers Association noted that "Indiana's successful application for Race to the Top funds is important for the schoolchildren in many school districts in Indiana" and the Lumina Foundation called *Fast Forward* a "timely, well-crafted plan to improve Indiana's schools." Numerous supporters, including higher education and the teachers association, noted their eagerness to partner with IDOE in implementing the plan. Because this brief summary does not do justice to the breadth and depth of support Indiana's *Fast Forward* plan has received, a complete summary of the letters of support, along with exemplar letters, is included as the previously-referenced Appendix A-10.

(A)(3) ***Demonstrating significant progress in raising achievement and closing gaps*** *(30 points)*

The extent to which the State has demonstrated its ability to—

(i) Make progress over the past several years in each of the four education reform areas, and used its ARRA and other Federal and State funding to pursue such reforms; (5 points)

(ii) Improve student outcomes overall and by student subgroup since at least 2003, and explain the connections between the data and the actions that have contributed to — (25 points)

> *(a) Increasing student achievement in reading/language arts and mathematics, both on the NAEP and on the assessments required under the ESEA;*

> *(b) Decreasing achievement gaps between subgroups in reading/language arts and mathematics, both on the NAEP and on the assessments required under the ESEA; and*

> *(c) Increasing high school graduation rates.*

In the text box below, the State shall describe its current status in meeting the criterion. The narrative or attachments shall also include, at a minimum, the evidence listed below, and how each piece of evidence demonstrates the State's success in meeting the criterion. The narrative and attachments may also include any additional information the State believes will be helpful to peer reviewers. For attachments included in the Appendix, note in the narrative the location where the attachments can be found.

Evidence for (A)(3)(ii):
- *NAEP and ESEA results since at least 2003. Include in the Appendix all the data requested in the criterion as a resource for peer reviewers for each year in which a test was given or data was collected. Note that this data will be used for reference only and can be in raw format. In the narrative, provide the analysis of this data and any tables or graphs that best support the narrative.*

Recommended maximum response length: Six pages

(A)(3)(i) – IDOE has aggressively pursued the RttT reform priorities over the past year and has reprogrammed federal and state dollars toward each of these priorities. In support of the standards and assessment assurance, in 2009 Indiana used state administrative dollars to host two summits with national mathematics and reading experts, in an effort to build a high-quality plan to roll out new standards. To advance the strengthening of data systems reform area, IDOE sought and obtained a Statewide Longitudinal Data Systems ("**SLDS**") grant in 2007 and invested more than a million dollars to support the creation of the Learning Connection, described in greater detail below. IDOE has also invested considerable state dollars to implement diagnostic testing statewide since 2008. Since State Superintendent Bennett took office in 2009, he has focused on creating and rewarding effective teachers and leaders. IDOE repurposed $500,000 in state administrative dollars to support the Woodrow Wilson Teaching Fellows ("**Wilson**"), Teach For America ("**TFA**") and The New Teacher Project ("**TNTP**") programs, forming partnerships that are the foundation of efforts outlined in detail in Section D of this application. Additionally, the State has also embraced the challenge of turning around the State's lowest achieving schools. During the fall of 2009, IDOE formed school turnaround teams and tasked them with the evaluation of chronically failing schools throughout Indiana. IDOE used state dollars to engage an outside consulting firm to help develop a protocol for and subsequently lead these teams and to build IDOE's internal capacity for evaluating schools. Finally, to address the broader issues of the achievement gap and raising graduation rates, in June of 2009, IDOE launched a Graduation Rate Incentive plan, redirecting $220,000 in administrative dollars to create a dedicated account of state funds earmarked for rewarding teachers, counselors and principals who demonstrate an ability to improve graduation rates.

IDOE has taken steps to ensure that all ARRA funds are spent in conformity with the RttT reform areas as well. Prior to releasing any Title I or IDEA Part B ARRA funds, IDOE required LEAs to execute assurances that all activities would be carried out in accordance with the ARRA priorities. Both the LEA superintendent and the representative of the local teachers association were required to execute these assurances.

(A)(3)(ii) – All evidence as requested for this section in the RttT application is included at the end of the narrative for Section

(A)(3)(ii)(b).

Over the past several years, Indiana has made strides toward increasing student achievement and reducing achievement gaps among some categories of students, as is described in more detail below. While there has been positive movement, it is hardly time to celebrate. In the context of history, many of the gains noted below are significant. But viewed empirically in the achievement of individual students, the rate of progress remains unacceptable. Despite recent improvements, in 2009, fully 30% of students in grades 3-8 failed to meet the minimum requirements necessary to pass the English/language arts section of the ISTEP+ exam, while 29% failed the mathematics section. Disaggregated, this data reveals even greater challenges, especially for some of the most vulnerable students.

In recognition of this challenge, in January 2009 IDOE set a goal that 90% of *all* students will pass both the mathematics and English/language arts sections of ISTEP+ by 2012. In light of the baseline data, this goal is ambitious and daunting, but given the alternative, it is essential. IDOE must accelerate the gains noted below through the *Fast Forward* plan if Indiana students are to graduate from high school ready for college and career success.

The gains Indiana has achieved are the result, at least in part, of increased transparency and reporting of data by subgroup. IDOE has developed a number of tools that have helped schools identify gaps between subgroups and has provided them with the functionality to compare themselves with similarly-situated schools, allowing them to identify successful programs with specified populations. Using these tools to analyze their own data, individual districts have developed responsive programming to close the identified gaps and improve overall achievement.

(A)(3)(ii)(a) – Since 2003, Indiana has regularly ranked in the top half of the nation in both mathematics and reading, while consistently outpacing the national average in both 4th grade and 8th grade math and reading NAEP assessments. Indiana has especially shown progress in mathematics, for which Hoosier students have increased the state composite score and percent of

students scoring at least *Basic*, *Proficient*, and *Advanced* for both 4th and 8th grade. Nearly 90% of 4th grade students and 80% of 8th grade students scored at least *Basic* on NAEP math assessments. However, IDOE does not consider *Basic* an adequate benchmark and strives to increase those students who score at the *Proficient* and *Advanced* level.

Indiana has also made progress on the ISTEP+ statewide assessment. In 2009, Indiana introduced a new exam, a new timeline (moving test administration from fall to spring), a new process and new cut scores. The introduction of a new test has appropriately raised the bar on student performance, making direct comparisons with prior years difficult, though the raw data is set forth above. Given these changes, the data reported in this section draws upon the ISTEP+ scores between 2003 and 2008. From 2005 to 2008, at least 75% of Indiana students (grades 3-8) passed the mathematics ISTEP+ and between 2003 and 2008, at least 70% of students passed the English/language arts ISTEP+. For the period between 2003 and 2008, the overall percentage of students passing in grades 3-8 has increased by 5% in mathematics and 3% in English/language arts.

(A)(3)(ii)(b) – Indiana continues to make progress in closing the achievement gaps that exist in both mathematics and English/language arts on NAEP and ISTEP+ performance between the different assessed subgroups. Since 2003, every Hoosier subgroup has closed the achievement gap in at least one assessed area and in many cases, every area. Although Indiana has made strides in closing the achievement gap, significantly more must be done to address the low achievement of too many of Indiana's most diverse students.

Achievement Gap by Ethnic Group – Indiana's African American students have made promising strides in recent years in not only increasing test scores but also closing the gap between Black and White student performance. Since 2003, Black students have increased 4th and 8th grade NAEP mathematics assessment composite scores and the percentage of students scoring *Basic*, *Proficient*, and *Advanced*. Those percentage increases were three times greater than those made by White students in mathematics. Since 2003, the gap between the percentage of Black and White students scoring at least *Basic* on the math NAEP assessment test dropped by nearly 25% at both the 4th grade and 8th grade levels. African Americans also made progress on the 4th grade reading portion of

NAEP, where the gap between Black and White student achievement has narrowed by 10% since 2003. However, the achievement gap at the 8th grade level remained unchanged.

African American students are making gains on ISTEP+ as well. Black students increased their scores in both mathematics and English/language arts, as well as the overall percentage of students passing. Eighth grade students did particularly well, increasing student math composite scores by fourteen points since 2004, the largest such increase by any subgroup in the State, which contributed to an additional 7% of students (grades 3-8) passing ISTEP+ in 2008 as compared to 2004. These improvements helped reduce the achievement gaps for both mathematics and English/language arts, by 5% for mathematics and 2% for English/language arts. Despite these gains, far too many African American students attend underperforming schools and do not receive the quality of instruction, nor the level of high expectations, other subgroups receive.

Hispanic students experienced varying levels of improvement on both the math and reading NAEP assessments. Hispanic students met or exceeded the national average in every area on the 4th and 8th grade math and reading NAEP assessments.

Gains made by Hispanic students have narrowed the achievement gap that exists between White and Hispanic students in Indiana. The most significant progress was made at the 8th grade level where the achievement gap in the percentage of students scoring at least *Basic* has dropped by 11% in math and fell by 50% in reading since 2003. Progress was also made in 4th grade math, where Hispanic students lowered the achievement gap in percentage of students scoring at least *Basic* by 4%. Indiana Hispanic students also made progress on ISTEP+; their passing rates increasing by 5% overall. While English/language arts scores have remained unchanged since 2004, the gap in mathematics for Hispanics declined at every grade level.

Achievement Gap by Socio-Economic Status – Indiana's Free and Reduced Lunch ("**F/R Lunch**") students have shown improvement on the NAEP assessment since 2003, not only raising their scores in every area but also increasing their national ranking for both 4th and 8th grade math and reading. As a result of the progress made by Indiana's F/R Lunch students since 2003,

the achievement gaps between F/R and Paid Lunch students has been narrowed in many areas. In NAEP reading assessment, F/R Lunch students closed the achievement gap against Paid Lunch students in percent scoring *Basic* or higher and percent scoring *Proficient* for both 4th and 8th grade. The achievement gap was also narrowed in NAEP math assessment where 4th grade F/R Lunch students reduced the gap by 5% in percentage of students scoring *Basic* or higher.

Indiana F/R Lunch students increased both the average composite score and percentage of students passing ISTEP+ for math and English/language arts. These improvements resulted in Indiana reducing the achievement gap between F/R Lunch students and Paid Lunch students on both the percentage of students passing math and English/language arts ISTEP+.

Achievement Gap of Special Education – Special Education students in Indiana made perhaps the largest and most significant improvement of any subgroup of students in Indiana from 2003 to 2009. Indiana's Special Education students now rank in the top ten highest performing states in the country (up nineteen rankings) in both 4th and 8th grade mathematics (currently ranked eighth for each). However, the improvement was not limited to math. Indiana also increased the Special Education average composite score, percentage of students scoring *Basic* and *Proficient* on the NAEP reading assessment.

As a result of the progress Indiana Special Education students have made on NAEP since 2003, the achievement gaps between Special Education and General Education students have also seen improvement. In fact, both the achievement gaps for 4th and 8th grade math and reading got smaller, with the 4th grade math gap dropping 8% and the 8th grade math gap reduced by 7%. There was also significant progress made in 8th grade reading where the achievement gap narrowed by six percentage points.

Indiana Special Education students have also sustained a period of continued improvement on ISTEP+ since 2004. During this time the Special Education math ISTEP+ composite score rose twelve points, the largest such increase by any subgroup in Indiana. Progress was also made in English/language arts for which both the average Special Education composite score and the percentage of students passing ISTEP+ increased, doing so at a rate that outpaced all other subgroups during the same period.

Achievement Gap of Limited English Proficiency – Limited English Proficiency ("**LEP**") students have made Indiana one of the nation's highest performing states in that subcategory on NAEP. Besides the overall high performance of Hoosier LEP students, Indiana has also experienced a significant decline in the achievement gap that exists between LEP and non-LEP students on NAEP assessments. Since 2003, LEP 4th grade students have narrowed the achievement gap in the percentage of students scoring at least *Basic* by 12%. LEP 8th grade students have also shown a drastic improvement in the achievement gap in the percentage of students scoring at least *Basic* on the NAEP mathematics assessment since 2007, reducing the gap by 10%.

Indiana's LEP students have not experienced the same level of success on ISTEP+. The achievement gap between LEP and non-LEP students has increased 4% in both math and English/language arts during this time.

Achievement Gap between Genders – Indiana males and females have experienced similar success since 2003 on the math and reading NAEP assessment tests. Both groups have increased the percentage of students scoring at least *Basic*, *Proficient*, and *Advanced* on the NAEP mathematics assessment since 2003. On the NAEP reading assessment, both male and female Hoosiers have seen a slight increase in the percentage of 4th grade students scoring at least *Basic*, while the overall 8th grade reading performance has remained constant. As a result, the achievement gaps have also changed very little. On NAEP mathematics, the gender gap in the percentage of students scoring at least *Basic* is less than 3% at both the 4th and 8th grade levels. On NAEP reading, the gender gap has dropped 2% for the percentage of students scoring at least *Basic*, while the 8th grade gender gap has remained constant at an 11% difference in the percentage of students scoring at least *Basic*. In reading, males outperform females by 6% in 4th grade and 11% in 8th grade.

Indiana's male and female performance on ISTEP+ has been very similar since 2004. Both males and females experienced an increase in the percentage of students passing the ISTEP+ in math and English/language arts since 2004. Both groups also have an overall passage rate of over 75% in math for grades 3-8. Consequently, no gender gap exists on the math ISTEP+ while the

achievement gap on the percentage of students passing the English/language arts ISTEP+ has remained constant since 2004, with females passing 10% more students than males.

ISTEP+ English/Language Arts*

Group	2003	2004	2005	2006	2007	2008	2009
All	69	71	71	71	72	72	70
White	74	75	76	76	77	76	75
Black	46	49	50	51	53	52	48
Hispanic	53	55	55	53	55	55	55
F/R Lunch	53	56	57	58	59	59	56
Special Education	30	33	34	35	37	36	34
Limited English Proficient	47	45	43	39	43	42	39
Males	65	66	67	67	67	67	65
Females	74	76	77	77	78	77	70

ISTEP+ Mathematics*

Group	2003	2004	2005	2006	2007	2008	2009
All	71	73	75	75	76	76	71
White	76	78	80	80	80	80	76
Black	46	49	52	53	55	56	47
Hispanic	58	59	63	61	63	64	60
F/R Lunch	56	59	62	62	64	64	58
Special Education	37	41	44	46	47	47	43
Limited English Proficient	55	55	52	53	55	55	50
Males	71	73	75	75	76	76	71
Females	72	73	75	75	76	76	71

*NOTE – The ISTEP+ test was moved to the spring, and cut scores were re-set prior to the 2009 assessment. Therefore, 2009

ISTEP+ results cannot be compared to any previous years' results.

Indiana NAEP Scores

Grade 4 Mathematics (% Basic)

Group	2003	2005	2007	2009
All	82	84	89	87
White	87	89	92	91
Black	54	63	70	66
Hispanic	69	75	79	77
F/R Lunch	69	76	80	78
Special Education	58	58	72	70
Limited English Proficient	55	76	77	72
Males	83	84	89	87
Females	82	84	88	88

Grade 4 Reading (% Basic)

Group	2003	2005	2007	2009
All	66	64	68	---
White	71	70	73	---
Black	38	41	43	---
Hispanic	58	52	51	---
F/R Lunch	49	52	54	---
Special Education	33	32	35	---
Limited English Proficient	---	---	40	---
Males	62	61	65	---
Females	70	67	71	---

Grade 8 Mathematics (% Basic)

Group	2003	2005	2007	2009
All	74	74	76	78
White	79	80	82	83
Black	40	44	47	54
Hispanic	49	49	55	64
F/R Lunch	58	59	61	64
Special Education	31	37	40	41
Limited English Proficient	---	---	45	56
Males	75	75	76	79
Females	72	73	75	76

Grade 8 Reading (% Basic)

Group	2003	2005	2007	2009
All	77	73	76	---
White	81	77	80	---
Black	54	49	53	---
Hispanic	57	56	68	---
F/R Lunch	59	61	68	---
Special Education	31	37	36	---
Limited English Proficient	---	---	---	---
Males	72	67	71	---
Females	82	79	82	---

(A)(3)(ii)(c) – In the beginning of 2009, IDOE laid out the ambitious goal of graduating 90% of all seniors from high school by 2012. In support of this goal, it established a Graduation Rate Incentive program, rewarding leaders and teachers who drive the most growth in the percentage of students graduating. Since the goal was announced, Indiana experienced its largest year-to-year increase in graduation rate (dating back to 2005-2006, prior to which time Indiana used a less accurate method of determining the graduation rate), improving 3.7% from 2008 to 2009. The goal of 90% graduation is made even more ambitious by the fact that Indiana uses a four-year graduation cohort rate.

From 2006 to 2009, Indiana increased its graduation rate from 76.5% to 81.5%. Additionally, every subgroup assessed in Indiana had its graduation rate increase during the three year time period, including historically underperforming subgroups such as African Americans and F/R Lunch students, both of which experienced graduation rate increases of over 7%.

Group	Graduation Rate	Increase	Affect on Graduation Gap
African Americans	65.9%	+7.4%	-2.8% compared with white students
Hispanic	69.8%	+6.3%	-1.7% compared with white students
F/R Lunch	68%	+7.9%	-5.2% compared with Paid Lunch students
Special Education	58.6%	+3.8%	-.9% compared with General Education students
LEP	64.1%	+4.2%	-1.7% compared with non-LEP students

The decline in achievement gaps over the past three years is an indication of progress. But significant work remains to be done. Given Indiana's recent progress and the reform-minded culture fostered by State Superintendent Bennett, Indiana is perfectly poised to leverage the once-in-a-lifetime opportunity of RttT.

(B) Standards and Assessments (70 total points)

State Reform Conditions Criteria

(B)(1) Developing and adopting common standards *(40 points)*

The extent to which the State has demonstrated its commitment to adopting a common set of high-quality standards, evidenced by (as set forth in Appendix B)—

(i) The State's participation in a consortium of States that— (20 points)

>   *(a) Is working toward jointly developing and adopting a common set of K-12 standards (as defined in this notice) that are supported by evidence that they are internationally benchmarked and build toward college and career readiness by the time of high school graduation; and*

>   *(b) Includes a significant number of States; and*

(ii) — (20 points)

>   *(a) For Phase 1 applications, the State's high-quality plan demonstrating its commitment to and progress toward adopting a common set of K-12 standards (as defined in this notice) by August 2, 2010, or, at a minimum, by a later date in 2010 specified by the State, and to implementing the standards thereafter in a well-planned way; or*

>   *(b) For Phase 2 applications, the State's adoption of a common set of K-12 standards (as defined in this notice) by August 2, 2010, or, at a minimum, by a later date in 2010 specified by the State in a high-quality plan toward which the State has made significant progress, and its commitment to implementing the standards thereafter in a well-planned way.[4]*

In the text box below, the State shall describe its current status in meeting the criterion. The narrative or attachments shall also include, at a minimum, the evidence listed below, and how each piece of evidence demonstrates the State's success in meeting the

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[4] Phase 2 applicants addressing selection criterion (B)(1)(ii) may amend their June 1, 2010 application submission through August 2, 2010 by submitting evidence of adopting common standards after June 1, 2010.

criterion. The narrative and attachments may also include any additional information the State believes will be helpful to peer reviewers. For attachments included in the Appendix, note in the narrative the location where the attachments can be found.

Evidence for (B)(1)(i):
- *A copy of the Memorandum of Agreement, executed by the State, showing that it is part of a standards consortium.*
- *A copy of the final standards or, if the standards are not yet final, a copy of the draft standards and anticipated date for completing the standards.*
- *Documentation that the standards are or will be internationally benchmarked and that, when well-implemented, will help to ensure that students are prepared for college and careers.*
- *The number of States participating in the standards consortium and the list of these States.*

Evidence for (B)(1)(ii):
    For Phase 1 applicants:
- *A description of the legal process in the State for adopting standards, and the State's plan, current progress, and timeframe for adoption.*
    For Phase 2 applicants:
- *Evidence that the State has adopted the standards. Or, if the State has not yet adopted the standards, a description of the legal process in the State for adopting standards and the State's plan, current progress, and timeframe for adoption.*

Recommended maximum response length: Two pages

(B)(1)(i)(a) and (b) – Due to the length of documents requested by the application, all evidence requested for this section is included as Appendices B-1 through B-4. Indiana is proud of its long tradition of setting nationally-renowned standards but fully recognizes that adoption of the Common Core standards is fundamental to advancing student achievement. Accordingly, Indiana will embrace the adoption of the Common Core standards by lending its expertise to enhance the stature of the Common Core and by helping to facilitate their expeditious adoption.

Indiana is actively participating in the Common Core State Standards Initiative, a joint effort being led by the National Governors Association Center for Best Practices and the Council of Chief State School Officers in partnership with Achieve, ACT and College Board. By joining this consortium, governors and state commissioners of education from across the country have demonstrated

their commitment to a state-led process to develop a common core of state standards in English/language arts and mathematics for grades K-12. To date, 51 states and territories have joined this consortium.

(B)(1)(ii) – **State's Current Legal Process.** By statute (IC 20-31-3), the Indiana State Board of Education (the "**State Board**") must adopt clear, concise and jargon-free state academic standards that are comparable to national and international academic standards. These academic standards must be adopted for each grade level from kindergarten through grade 12 in English/language arts, mathematics, social studies, and science. The standards must be revised at least once every six years on a cyclical basis that coincides with the textbook adoption cycle, and local curriculum programs must be consistent with the academic standards.

To ensure academic standards are not adopted in isolation from the "real" world in which students live and must succeed, standards are reviewed by Indiana's Education Roundtable (the "**Education Roundtable**"). Education Roundtable members are jointly appointed by the Governor and State Superintendent of Public Instruction, and membership is comprised of representation from K-12, higher education, businesses, community leadership and the Indiana General Assembly. The Education Roundtable is charged with making recommendations about academic standards to the State Board.

State's Plan, Progress and Timeframe for Adoption. Indiana will follow the well-established legal procedure outlined above to adopt the Common Core standards. Draft standards were released to consortia members for comment in January 2010. Since this release, Indiana has been analyzing the standards for clarity and rigor. Based on its extensive and well-documented expertise, IDOE will provide comments regarding any suggested improvements to the Common Core standards within the prescribed timeline, helping to ensure the standards maintain the high quality to which Indiana is accustomed.

The draft standards are scheduled to be finalized in February or March of 2010. IDOE will invite review by in-state content specialists from K-12, higher education, professional associations and other members of the public and will present the Common Core standards for approval to the Education Roundtable in June 2010. The Education Roundtable's endorsement of the Common

Core standards will signal this group's belief that, based on its considerable experience, the Common Core has met its goal of producing internationally-benchmarked standards that build toward college and career readiness by the time of high school graduation. On the recommendation of the Education Roundtable, the State Board will consider final adoption of the standards in July or August 2010. Importantly, key members of the Education Roundtable and the State Board are familiar with the Common Core Standards Initiative and have demonstrated their support for Indiana's *Fast Forward* plan.

Key Activities, Timeline and Responsible Parties:

Early 2010:   Common Core standards finalized by consortium

Feb - June 2010:   IDOE obtains public and expert input regarding Common Core standards

June 2010:   Education Roundtable approves Common Core standards

July-Aug 2010:   State Board approves Common Core standards

(B)(2) Developing and implementing common, high-quality assessments (10 points)

The extent to which the State has demonstrated its commitment to improving the quality of its assessments, evidenced by (as set forth in Appendix B) the State's participation in a consortium of States that—

(i) Is working toward jointly developing and implementing common, high-quality assessments (as defined in this notice) aligned with the consortium's common set of K-12 standards (as defined in this notice); and

(ii) Includes a significant number of States.

In the text box below, the State shall describe its current status in meeting the criterion. The narrative or attachments shall also include, at a minimum, the evidence listed below, and how each piece of evidence demonstrates the State's success in meeting the criterion. The narrative and attachments may also include any additional information the State believes will be helpful to peer reviewers. For attachments included in the Appendix, note in the narrative the location where the attachments can be found.

Evidence for (B)(2):
*   *A copy of the Memorandum of Agreement, executed by the State, showing that it is part of a consortium that intends to*

(B)(2) – Due to the length of documents requested by the application, all evidence requested for this section is included as Appendices B-5 through B-8. Indiana is an active member of the 27-state college and career readiness consortium led by Achieve, Inc., the 36-state Balanced Assessment Consortium organized by the Council of Chief State School Officers, and the seventeen-state "Race to the Top Common Assessment Consortium" led by the Florida Department of Education. IDOE has entered into memoranda of understanding to demonstrate its ongoing commitment to partner with these states.

The Race to the Top Common Assessment Consortium states share a vision for a system of common assessments that (1) measures the full depth, breadth and rigor of the Common Core standards; (2) is balanced to include formative, interim and summative assessments; (3) will be operational in three years, by the 2012-13 school year; and (4) is scalable across the full range of consortium states.

This consortium will develop internationally-benchmarked common summative assessments which (1) have a common definition of proficiency; (2) measure and report a clear, grade-by-grade progression towards college and career readiness; (3) include valid, fair and stable measures of annual gains in achievement for each student; (4) have defensible measurement qualities which allow their use in accountability and teacher effectiveness systems; (5) are built upon technology systems for efficiency of delivery and scoring; (6) are cost efficient, particularly in terms of on-going administration costs; (7) will provide verified student results within two weeks of administration; and (8) incorporate significant innovations in test item quality within three years.

By taking an active role in this consortium, IDOE will encourage states to adopt several of the best practices currently embedded in Indiana's assessment processes:

- In 1996, Indiana pioneered a high stakes state assessment that combined both multiple choice and constructed response (essay and short answer) items into a single content area score. Indiana's assessments remain hybrid today, with 25% to 30% of the available raw score points coming from constructed response items. IDOE will advocate that common assessments include the appropriate mix of item types and particularly use innovative item types that can assess students' deeper mastery and understanding of the complex skills needed in today's world; and

- During the 2008-09 school year, IDOE transitioned from a fall to a spring exam which is administered in two sections: essay and short answer questions are administered in March, while multiple choice questions are administered in May. As a benefit of this structure, results are returned within approximately a week of the May exam. This rapid turnaround has the dual benefit of driving appropriate instruction, including any necessary remediation for the student and providing data quickly enough to influence employment decisions for teachers and school leaders. As such, this structure could serve as the national model for effective assessments, and we will strongly encourage the consortium to adopt this model.

Common assessments across state boundaries are not a new concept for Indiana, a state which was one of the five original American Diploma Project ("**ADP**") states and was one of the founding states in the ADP Algebra II assessment consortium. Indiana has also played a leadership role in development of the "Operational Best Practices for Statewide Large-Scale Assessment Programs." Based on these experiences, IDOE fully understands the difficulties inherent in developing common assessments, but moreover, it appreciates the significant benefits that can result.

Key Activities, Timeline and Responsible Parties:

January 2010:   Indiana signs MOUs to participate in the RttT Common Assessment Consortium, the College and Career Readiness Consortium, and the Balanced Assessment Consortium

Reform Plan Criteria

(B)(3) Supporting the transition to enhanced standards and high-quality assessments (20 points)

The extent to which the State, in collaboration with its participating LEAs (as defined in this notice), has a high-quality plan for supporting a statewide transition to and implementation of internationally benchmarked K-12 standards that build toward college and career readiness by the time of high school graduation, and high-quality assessments (as defined in this notice) tied to these standards. State or LEA activities might, for example, include: developing a rollout plan for the standards together with all of their supporting components; in cooperation with the State's institutions of higher education, aligning high school exit criteria and college entrance requirements with the new standards and assessments; developing or acquiring, disseminating, and implementing high-quality instructional materials and assessments (including, for example, formative and interim assessments (both as defined in this notice)); developing or acquiring and delivering high-quality professional development to support the transition to new standards and assessments; and engaging in other strategies that translate the standards and information from assessments into classroom practice for all students, including high-need students (as defined in this notice).

The State shall provide its plan for this criterion in the text box below. The plan should include, at a minimum, the goals, activities, timelines, and responsible parties (see Reform Plan Criteria elements in Application Instructions or Section XII, Application Requirements (e), for further detail). Any supporting evidence the State believes will be helpful to peer reviewers must be described and, where relevant, included in the Appendix. For attachments included in the Appendix, note in the narrative the location where the attachments can be found.

Recommended maximum response length: Eight pages

(B)(3) – Adoption of high-quality, internationally-benchmarked Common Core standards is an essential ingredient to reform, but it is merely a starting point. Perhaps no one knows better than Indiana policymakers what can happen if these standards are not integrated into the fiber of classroom learning. While Indiana's current standards have been lauded nationally for years, student achievement has not followed suit. Accordingly, IDOE is extremely committed to its strategy, outlined in Section (A)(1)(i), of providing effective supports to teachers and building leaders by developing and implementing a high-quality plan to breathe life into the Common Core standards and thereby transform Hoosier classrooms.

IDOE has already engaged with its partner, the Indiana Commission for Higher Education ("**CHE**"), to begin planning for the deliberate alignment of high school exit criteria and college entrance requirements with the Common Core standards and common assessments, so college- and career-ready expectations are consistently articulated across the P-20 spectrum. This collaboration is essential, as the true test of the efficacy of the Common Core standards will be the feedback provided from higher education regarding how many students require remediation and how many successfully complete their coursework. IDOE will finish this work prior to embarking on its rollout plan, so it may communicate this alignment to LEAs as a way of heightening the importance of the Common Core standards.

Transition to Common Core Standards. The same principles that support the need for common standards and for common assessments underlie this plan. For too long, the education community has believed that the fundamentals of mathematics or reading are somehow different across a state line or in a neighboring school district, when in fact, the only way students will ever know whether they have arrived is if states, higher education institutions and LEAs have a shared understanding of the destination. Just as fifty states need not establish standards for college and career success, the more than 350 LEAs throughout Indiana need not duplicate efforts by developing their own roadmap and related tools to reach this goal.

Comprehensive Toolkit – To support LEAs transitioning to the Common Core, IDOE will build a robust toolkit of high-quality materials that form the bridge between the Common Core standards and common assessments. In creating these tools, IDOE will fully exploit the benefits of its participation in the Common Core by recognizing that state boundaries are no longer meaningful when it comes to materials development. IDOE plans to coordinate with other states to develop instructional resources and other assets based on the Common Core standards. Likewise, IDOE will work with these states to develop the support materials needed for teachers and administrators to effectively implement the Common Core. The plan outlined below assumes Indiana's responsibility regarding rollout of these standards to Indiana's stakeholders, but it will expand as IDOE works cooperatively with

partner states.

The first step in constructing a common toolkit is to establish a platform for introducing the Common Core standards into classrooms. To that end, IDOE will develop a research-based scope and sequence (for each subject area and grade level) in alignment with the Common Core standards. To ensure buy-in from the ground up, IDOE will engage a representative team of K-12 teachers to participate in the development of the scope and sequence, in much the way that teachers currently participate in the development of new standards and assessments in Indiana.

The scope and sequence will be distributed to all Indiana teachers and administrators and will serve as a valuable resource for teachers as they develop instructional plans based on the new standards and for schools and LEAs as they select appropriate instructional materials. In practice, this resource will aid teachers in determining where their students are along the learning continuum in relation to where they should be in preparation for common assessments.

Similarly, IDOE will, individually or through a multi-state collaborative, develop curriculum maps to be shared with all Indiana teachers and administrators. The maps will be developed for each subject area and grade level (including English Language Learners ("**ELL**"), Special Education and High Ability) and in alignment with the scope and sequence and Common Core standards. Mapping identifies clearly for teachers what student mastery of a specific skill looks like on paper or in practice. Mapping also helps teachers coordinate opportunities for quality interdisciplinary learning and provides an integrated picture of student learning. And because purposeful planning is a metric of teacher effectiveness, as described in Section (D)(2)(ii), the mapping will provide necessary up-front support to teachers, helping to set teachers up for success in the classroom. Again, IDOE will ensure that teachers play a meaningful role in the development of these resources.

Finally, IDOE will convene a professional cabinet of top teachers, as set forth in Section (D)(2)(iv), to gain insight into what additional guides and other materials would be useful to bring the standards, along with the scope and sequence and curriculum

maps, into Indiana classrooms. Based on the feedback gleaned through this session, IDOE will develop, or contract for the development of, additional resources.

IDOE does not wish to curb the innovation that will inevitably occur if LEAs are left to discover their own methods of incorporating the Common Core standards into classroom learning, but history would suggest that some LEAs will take less initiative than others in this regard for a variety of reasons. Accordingly, the assets in the common toolkit will provide guardrails to ensure that all schools have access to an exemplary roadmap to guide them from the Common Core standards to the common assessments. Additionally, LEAs will be encouraged to share successful tools in the Learning Connection's Best Practices Clearinghouse (as described in Section (A)(2)(i)(b)).

Rollout Plan - Following development of the toolkit, IDOE will develop and deliver comprehensive, job-embedded and ongoing professional development to provide optimal support to teachers and administrators, introducing them to the Common Core standards as well as the related scope and sequence and curriculum maps. This professional development will be designed first and foremost for teachers of mathematics and English/language arts, but it will also include a module for teachers of other subjects that provide ways to leverage the Common Core standards into their subject area of expertise. This training will be delivered via technological means convenient for teachers including WebEx trainings and video modules distributed through the Learning Connection.

IDOE will also build on existing partnerships with institutions of higher education (and CHE) and forge new relationships early in this process so those partners may begin integrating this professional development into college and university classrooms with pre-service teachers. IDOE expects that these institutions will take a leadership role in the professional development of both new and existing teachers, in accordance with guidance from IDOE.

In the past, IDOE has taken a "Field of Dreams" approach to instructional materials and professional development – IDOE invested

in these resources and assumed that people would use them. In practice, however, too often these resources began gathering dust the moment that they were completed. In part, this problem will be addressed through the robust involvement of classroom teachers throughout the development process. Given the magnitude of the challenge at hand and the urgency with which it must be met for Hoosier students to achieve, IDOE has also built in several mechanisms to ensure utilization:

- All resources will be available in, and professional development will be delivered through, the Learning Connection. The Learning Connection is a newly-developed online portal, available at no cost to all Indiana educators. It provides data tools and resources for school improvement. Educators have access to digital teaching and learning content, curriculum design and professional collaboration tools**.** Its interactive format allows educators to share best practices in hard copies or via webcam and video, in addition to professional networking. Many schools are currently using the Learning Connection to integrate lesson plans, curriculum, standards and grade books. Once schools enroll in the Learning Connection, additional features become available for their staff, including teacher and administrator access to longitudinal student level achievement data and reporting capabilities, as well as parent and student access to classroom assignments, grades, and historical performance.

- Indiana is one of a few states to develop a statewide tool, like the Learning Connection, that gives a full team of educators complete access to a broad spectrum of both formative and summative data. This tool is not simply a website, but rather a conduit for statewide access to drive data-powered decision-making and instructional improvements. The IDOE does not see the Learning Connection as its own initiative, but rather as a tool to be leveraged to improve departmental priorities and thus student learning and performance. Schools in all Participating LEAs will enroll in the Learning Connection as a condition of their participation in the *Fast Forward* plan. Likewise, IDOE will leverage its state accountability system to require those schools falling into the lowest two categories of the Indiana accountability regime (described in Section (E)(1)) to enroll in the Learning Connection, regardless of their RttT status.

- IDOE will also recognize Indiana's teachers and administrators who have become "Common Core Certified ("**CCC**")."

IDOE will report annually those educators who have received a CCC designation and provide a public report that details the number and percentages of CCC teachers and administrators in each school building. Certification will require teachers and other instructional leaders to be assessed on their understanding of and preparedness to implement the Common Core standards. Because professional development must be supported at the building level to be effective, IDOE will use the reporting mechanism to strongly encourage schools to employ CCC-designated educators and will track the impact of this certification on student achievement.

Transition to Common Assessments. States participating in the Race to the Top Common Assessment Consortium have committed that summative assessments will be operational by the 2012-13 school year.

While there is an inevitable lag between the adoption of Common Core standards and related assessments, IDOE will proceed with interim steps on a parallel path. Indiana is fortunate to already have in place a system of aligned diagnostic assessments that provides real time information to classroom teachers and instructional leaders on student skill mastery. In fact, Indiana was the first state in the nation to provide a system of K-8 diagnostic assessments, as is described in more detail in Section (C)(3). As a result of state support for the deployment of Wireless Generation tools in grades K-2 and *Acuity* tools in grades 3-8, approximately 50% of schools have adopted these products. By the end of 2012, they will be available in 100% of Indiana schools.

Accordingly, Indiana is well-positioned to expand the use of these tools in support of both the common standards and assessments. Realigning these diagnostic assessments to the Common Core standards will be a critical task of IDOE's assessment team during the 2010-11 school year.

Additionally, in 2009, IDOE, in partnership with Learning Point Associates, pursued and won an Institute of Education Sciences grant to conduct a three-year study of the effectiveness and validity of Indiana's system of diagnostic tools. The results of this research will allow IDOE to more fully articulate diagnostic and summative assessments with effective instructional practices to

deliver the Common Core standards. IDOE will continue to engage validity studies upon adjusting its diagnostic assessments to make certain that they are demonstrated to be predictive of the common assessments.

Indiana is deeply committed to common assessments that will ensure students reach the right goals and that will allow student achievement to be truly comparable across states. However, IDOE cannot wait until the development of common assessments is complete to begin to measure student progress against the Common Core standards. In collaboration with partner states, Indiana is urgently exploring ways to supplement and bridge its current assessments to the measurement of the Common Core standards. The work of analyzing the gap between Indiana's current standards and the Common Core will be used to create a blueprint for hybrid tests. This process will map current items that align to the Common Core and add any additional items needed to produce a test that, for the short term, will allow measurement of current standards on Indiana's current vertical scale and continued measurement of growth, while at the same time beginning to provide students, teachers and schools with valuable data regarding mastery of the Common Core.

Finally, even prior to the release of common assessments, Indiana will begin to educate the public about their importance. To the extent that their report card publication schedule will permit, Participating LEAs will be required to report course and assessment grades side by side on student's grade cards so parents may see any resultant gap. Over time, this practice will stem the tide of grade inflation and help to build parental awareness of the value of standard assessments.

Key Activities, Timeline and Responsible Parties:

Aug – Oct 2010:   IDOE develops scope and sequence for Common Core standards

Nov 2010 – Apr 2011:   IDOE develops curriculum maps aligned to Common Core standards

May – July 2011:   IDOE develops professional development and certification process

May 2011:   Participating LEAs integrate student assessment with student report card

	Aug 2011:	IDOE releases toolkit and teachers may become CCC
	Aug 2011:	Teacher preparation programs begin to integrate Common Core standards
	Aug 2010 – Dec 2013:	IDOE aligns current summative and diagnostic blueprints to Common Core standards
	Aug 2012 – May 2013:	IDOE administers first common summative assessments

Performance Measures Performance measures for this criterion are optional. If the State wishes to include performance measures, please enter them as rows in this table and, for each measure, provide annual targets in the columns provided.	Actual Data: Baseline (Current school year or most recent)	End of SY 2010-2011	End of SY 2011-2012	End of SY 2012-2013	End of SY 2013-2014
Percentage of Common Core Certified Teachers/Instructional Leaders in assessed subjects and grades.	0%	25%	75%	90%	95%

(C) Data Systems to Support Instruction *(47 total points)*

State Reform Conditions Criteria

(C)(1) Fully implementing a statewide longitudinal data system *(24 points – 2 points per America COMPETES element)*

The extent to which the State has a statewide longitudinal data system that includes all of the America COMPETES Act elements (as defined in this notice).

In the text box below, the State shall describe which elements of the America COMPETES Act (as defined in this notice) are currently included in its statewide longitudinal data system.

Evidence:
- *Documentation for each of the America COMPETES Act elements (as defined in this notice) that is included in the State's statewide longitudinal data system.*

(C)(1) − 1: <u>A unique statewide identifier</u> (**100% complete**): IDOE currently has a unique, protected student identifier. The identifier, called the Student Test Number ("**STN**") allows for longitudinal tracking of a student throughout their K-12 career. In partnership with CHE, IDOE is incorporating this number into student information systems of public universities and colleges.

2: <u>Student-level enrollment, demographic, and program participation</u> (**100% complete**): Using its STN application center, IDOE collects data on student-level enrollment, demographics, and program participation (e.g. Title I, Special Education).

3: <u>Student-level information about the points at which students exit, transfer in/out, or complete P-16 education programs</u> (**100% complete**): IDOE collects student-level information about students exiting, entering, transferring, and dropping out for K-12 systems through its STN application center. Using the STN, these data can be matched against other STN data, such as demographics and program participation. IDOE has piloted data matching with higher education and plans to continue to track students into post-secondary education and provide feedback reports (see #4).

4: <u>Capacity to communicate with higher education data systems</u> (**100% complete**): IDOE is working with higher education to identify the same student-level data it collects for K-12 students who have entered post-secondary education. From a technical perspective, IDOE is currently ready to fully implement this data collaboration and expects it will during the 2010-11 school year.

5: <u>A data audit system assessing data quality, validity and reliability</u> (**100% complete**): IDOE's current data collection system includes error checks and data validations upon submission. Error checks include cross-field error checking and cross-collection validations. The system also provides post-collection summary and exception reports at the student, school and district level.

6: <u>Yearly test records of individual students</u> (**100% complete**): IDOE has yearly test records of individual students connected to the STN. Test records include ISTEP+; LAS Links (Indiana's language proficiency assessment); ISTAR (Indiana's alternate assessment

for special needs students who do not take ISTEP+); and End-of-Course Assessments.

7: <u>Information on students not tested by grade and subject</u> (**100% complete**): IDOE collects information on students not tested and has recently expanded the number of reasons cited for a student not being tested and validated this information with its assessment database.

8: <u>A teacher identifier system with the ability to match teachers to students</u> (**in progress**): Indiana has a teacher identifier and is in the process of linking teachers to students. IDOE will collect course completion data tied to teachers (using a School Personnel Number ("**SPN**")) at the end of the 2009-10 school year. The SPN also allows IDOE to tie teachers to the institutions at which they received their education; licensure and certification; demographic variables; and staff position information. This element will be fully implemented by the 2010-11 school year.

IDOE will update its antiquated teacher licensing software solution to interface with other data information systems. This increased flexibility will allow for a more rapid and accurate match between teacher licensing credentials to student information.

9: <u>Student level transcript information, including information on courses completed and grades earned</u> (**in progress**): IDOE will begin collecting course completion data using its STN application center at the end of the 2009-10 school year. This will be a pilot project to collect information at the student level on courses taken, grades and credits earned, and whether courses taken were administered for dual credit (as well as whether dual credit was actually earned).

To fully implement this element in 2010-11, Indiana has requested funding through the ARRA SLDS grant. With SLDS or RttT funds, Indiana will expand its e-transcript initiative and create a transcript repository (as well as facilitate automated student record exchange). From the transcript repository, IDOE will be able to generate reports on course-taking patterns, the impact of those patterns on college success, whether students are being required to take remedial courses in their post-secondary institutions, and

diploma audit reports.

10: <u>Student-level college readiness test scores (**100% complete**)</u>: IDOE currently receives student-level AP, SAT, and ACT scores and has recently amended its agreement with College Board to receive student-level PSAT scores. Student-level college readiness test scores are matched to STNs, allowing further comparisons with state test scores, demographics, and program participation data.

11: <u>Information regarding the extent to which students transition successfully from secondary schools to post-secondary education, including whether students enroll in remedial coursework (**in progress**)</u>: As noted in element four, IDOE is collaborating with CHE to track K-12 students into college. Although IDOE has not done that matching on a large scale, it has been done with a subset of students. The enhancements planned under the SLDS grant application, as set forth above, will also inform this element.

12: <u>Other information determined necessary to address alignment and adequate preparation for success in post-secondary education (**in progress**)</u>: IDOE is a participant in the Indiana Workforce and Education Data System ("**IWIS**") project. IWIS, currently funded by a Lumina Foundation project grant, is designed as a repository for matched P-20 data, allowing for reports and other tools to answer key policy questions. IWIS was initially created by the state's Department of Workforce Development ("**DWD**") to house workforce data. DWD then began working with CHE to match higher education data using a student's SSN, allowing for the creation of several custom reports that have provided CHE with early insight into the performance of its higher education students in the workforce. IDOE will share Career and Technical Education data with DWD, allowing for matches with workforce data as well as with higher education data already present in the system. The final goal is to identify the best practice for matching IDOE K-12 data (collected using STN rather than SSN) with higher education and workforce data. As one potential solution, in 2008-09 CHE began requiring public institutions of higher education to add the STN to data reporting. As mentioned earlier, IDOE and CHE are currently piloting a match of the 2008-09 higher education data with K-12 data. IDOE, DWD, and CHE are also examining additional best practices for matching on a variety of variables to link K-12 and workforce data.

Reform Plan Criteria

(C)(2) Accessing and using State data (5 points)

The extent to which the State has a high-quality plan to ensure that data from the State's statewide longitudinal data system are accessible to, and used to inform and engage, as appropriate, key stakeholders (e.g., parents, students, teachers, principals, LEA leaders, community members, unions, researchers, and policymakers); and that the data support decision-makers in the continuous improvement of efforts in such areas as policy, instruction, operations, management, resource allocation, and overall effectiveness.[5]

The State shall provide its detailed plan for this criterion in the text box below. The plan should include, at a minimum, the goals, activities, timelines, and responsible parties (see Application Instructions or Section XII, Application Requirements (e), for further detail). Any supporting evidence the State believes will be helpful to peer reviewers must be described and, where relevant, included in the Appendix. For attachments included in the Appendix, note in the narrative the location where the attachments can be found.

Recommended maximum response length: Two pages

(C)(2) – As a cornerstone of *Fast Forward*, data produced by Indiana's comprehensive statewide longitudinal data system will be easily accessible to and usable by teachers, school and district administrators, policymakers, researchers, students, parents and community members to inform decisions regarding instruction, operations, management, resource allocation and public policy.

A large quantity of aggregated (non-identifiable) data is already available on IDOE's school accountability website for the general public. Users can query school and district-level variables, such as enrollment, graduation cohort rates, demographics, assessment results (including AP, ACT, SAT, and ISTEP+), instructional time, average teacher experience and student/teacher ratios. IDOE will continue to make this high-quality data available to all stakeholders and will augment it with data resulting from implementation of this *Fast Forward* plan. Specifically, IDOE will make performance against all RttT metrics broadly available and easily accessible via the web. It will also mirror the content available on the Learning Connection (as set forth below), presenting such data in the aggregate.

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[5] Successful applicants that receive Race to the Top grant awards will need to comply with the Family Educational Rights and Privacy Act (FERPA), including 34 CFR Part 99, as well as State and local requirements regarding privacy.

To increase the availability of on-demand, high quality data, IDOE received federal SLDS funds to implement an automated, real-time data exchange system. A major initiative of this grant was the creation of the Learning Connection (described in greater detail in Section (B)(3)). Among its other functions, the Learning Connection will serve as an "electronic backpack" for students statewide – a portfolio of each individual student's assessment results, courses, grades, work products, planning and other elements that will assist the student's teachers and counselors in instruction and guidance over his or her K-12 career, regardless of the student's mobility within the State.

Currently, ISTEP+ data from 2005 to present are available to educators, parents, and other stakeholders through the Learning Connection. In 2010, the Learning Connection will offer ISTAR, Wireless Generation (Grades K-2), *Acuity* (Grades 3-8), End of Course Assessment, and demographic data. In the coming years, the Learning Connection will be further expanded to include electronic individualized education plans, teacher and principal evaluation results, district-level assessment data (such as NWEA, Terra Nova, etc.), post-secondary feedback data (e.g., college enrollment, persistence, course-taking patterns, required remediation, etc.) and other data sets that have been identified as useful by teachers and principals. IDOE will also enhance Indiana's at-risk indicator tool, which identifies students on a trajectory towards dropping out, by using additional longitudinal data available in the Learning Connection.

IDOE recognizes the need to offer targeted professional development to all of its schools regarding using the Learning Connection, as well as training on using data in classrooms and schools in a systematic way to inform teaching practices. Having access to the data and using the data are two different measures of success. Consequently, statewide professional development will be offered in the form of WebEx training and videos beginning this spring. Additionally, IDOE will develop targeted professional development for Indiana's lowest performing schools (bottom 5% of the state), in order to accelerate the utilization and support of the Learning Connection and its tools in these schools. In conjunction with a focus on statewide professional development, IDOE will revamp its

public website to include data definitions, more frequently updated data, additional report querying tools, and aggregated postsecondary feedback reports.

Additional details regarding how Indiana will use data to improve instruction and close the achievement gap can be found in Section (C)(3).

Key Activities, Timeline and Responsible Parties:

June 2010 – Dec 2010:   IDOE enhances the Learning Connection

June 2010 – May 2011:   IDOE and stakeholders identify additional data sets and create new reports in Learning Connection

June 2010 – May 2013:   IDOE revamps public website

Aug 2010 – June 2012:   IDOE provides professional development to schools on Learning Connection

May 2011 – June 2012:   IDOE enhances at-risk tool in Learning Connection

May 2011 – June 2012:   IDOE builds data analysis tools and reports in Learning Connection

June 2012 – May 2013:   IDOE includes post-secondary data in Learning Connection

Performance Measures Performance measures for this criterion are optional. If the State wishes to include performance measures, please enter them as rows in this table and, for each measure, provide annual targets in the columns provided.	Actual Data: Baseline (Current school year or most recent)	End of SY 2010-2011	End of SY 2011-2012	End of SY 2012-2013	End of SY 2013-2014
Percentage of Indiana teachers enrolled in the Learning Connection.	2%	90%	95%	100%	100%
Percentage of Indiana schools enrolled in the Learning Connection.	33%	90%	95%	100%	100%
Utilization rate of the Learning Connection (measured by the % of enrolled educators meeting IDOE's definition of an active user).	25%	40%	60%	70%	80%

(C)(3) Using data to improve instruction (18 points)

The extent to which the State, in collaboration with its participating LEAs (as defined in this notice), has a high-quality plan to—

(i) Increase the acquisition, adoption, and use of local instructional improvement systems (as defined in this notice) that provide teachers, principals, and administrators with the information and resources they need to inform and improve their instructional practices, decision-making, and overall effectiveness;

(ii) Support participating LEAs (as defined in this notice) and schools that are using instructional improvement systems (as defined in this notice) in providing effective professional development to teachers, principals and administrators on how to use these systems and the resulting data to support continuous instructional improvement; and

(iii) Make the data from instructional improvement systems (as defined in this notice), together with statewide longitudinal data system data, available and accessible to researchers so that they have detailed information with which to evaluate the effectiveness of instructional materials, strategies, and approaches for educating different types of students (e.g., students with disabilities, English language learners, students whose achievement is well below or above grade level).

The State shall provide its detailed plan for this criterion in the text box below. The plan should include, at a minimum, the goals, activities, timelines, and responsible parties (see Reform Plan Criteria elements in Application Instructions or Section XII, Application Requirements (e), for further detail). Any supporting evidence the State believes will be helpful to peer reviewers must be described and, where relevant, included in the Appendix. For attachments included in the Appendix, note the location where the attachment can be found.

Recommended maximum response length: Five pages

(C)(3)(i) – A number of schools and districts across the state have seen substantial improvements in student learning as a result of effective data-powered practices. Teachers and leaders in these schools have found that the intelligent and pervasive use of data can markedly improve instructional interventions for students. As a foundation for the other reforms outlined in this *Fast Forward* plan and as a key part of the strategy set forth in Section (A)(1)(i), IDOE will provide all LEAs with effective supports to shift the paradigm – from one that emphasizes process and delivery of instruction to one that is relentless and unapologetic about achieving

results. This shift is a fundamental one and of paramount importance for Indiana to reach its goal of giving all students the opportunity to graduate from high school both college and career ready.

The first step is to ensure that educators can identify the strengths and weaknesses of individual students through the use of formative assessments and other instructionally-relevant data that is available in real time. Indiana has been a leader in the development and use of diagnostic assessments and was the first state to provide a complete K-8 system of diagnostics to teachers statewide. IDOE and the State Board recognized that while ISTEP+ is a critical high-stakes test and its results are available in a timely fashion, the test is summative and not designed to provide teachers and leaders on the ground with the data and tools they need to dramatically raise student achievement. Following a rigorous evaluation process, IDOE partnered with Wireless Generation (grades K-2) and CTB/McGraw Hill (grades 3-8) to provide the diagnostic tools to meet this need.

Indiana is currently in year two of a four-year statewide adoption plan for these instructional improvement systems. Nearly half of the state's schools have already adopted these systems. To reach a goal of 100% adoption and build upon the existing assessment infrastructure, IDOE will use RttT funding to accelerate statewide adoption of these systems and partner with assessment vendors to develop the next generation of diagnostic assessment technology. "**Generation 2**" diagnostics will allow teachers and leaders to (1) easily and immediately connect learning gaps to alternative instructional strategies; (2) make informed decisions on next instructional steps, differentiated at the student level; and (3) track these steps, evaluate their success, and prevent struggling students from falling further behind. The current diagnostics will be immediately aligned with the Common Core standards as described in Section (B)(3), and over time, they will be highly predictive of student performance on the common assessments described by that section.

Generation 2 technology will use a smarter adaptive engine to measure students' progress on current standards (predictive and diagnostic) and also identify students' knowledge and skills to enable teachers and leaders to better understand the learning needs of individual students. This new system will also leverage the latest research on cognitive mapping and learning progressions as part of

the intelligence driving its adaptive engine. Rather than relying on the snapshots provided by today's assessments, this system will aggregate information from ongoing assessments to produce a motion picture of student achievement, progress, and growth. As a result, teachers and leaders will be able to see in real time where their students are in terms of knowledge and skills (proficiency versus mastery) and quickly make informed decisions that reflect student needs in the present. Moreover, Generation 2 diagnostics will provide the capability of tailoring interventions to individual students with a whole new level of detail and deliberation, and in some cases make specific suggestions on instructional strategies.

IDOE will ensure that these systems are comprehensive and offer schools and districts the flexibility they need to track student progress in a manner that best informs instructional decision-making. The Generation 2 system will support three modes of assessment: interim/benchmark assessments, curriculum-embedded formative assessments, and teacher-generated quizzes. Generation 2 assessments will be administered online, though scan and scoring capabilities will be available to the extent that online administration is challenging to schools.

The iterative development of Generation 2 will lead to ever-increasing capabilities. Over time, the item bank will expand to include more complex item types and scans of student work samples will be included in the record. IDOE will engage a "cabinet" of highly-effective teachers and leaders, described further in Section (D)(2)(iv), to study and evaluate test bank items. This cabinet will also consider the alignment of items (i.e. with content standards and instruction) to ensure reliability and validity.

Generation 2 will help teachers improve their lesson planning decisions in response to the data provided. Not only will the new system design and manage different assessments based on the teacher's preferences (e.g. small group, large group, and individual), but it will also allow teachers to group and regroup students based on instructional goals and desired outcomes. Common planning time, as described in Section (D)(5), will be an important tool to allow the necessary time for a teacher to take advantage of Generation 2 assessments, reflect on the results, and plan changes to instruction accordingly.

This system will also assist teachers in focusing their remediation and enrichment efforts. System reports will automatically provide an item analysis, information on distracters, and specific strategies for re-teaching. It will create custom tests for specific purposes and allow for teachers to strategically allocate instructional time to provide attention to those students who are behind or ahead.

IDOE will use RttT funds to accelerate the development of the Generation 2 assessment system with schools that are already using diagnostic assessments well, while the original system continues to be adopted by remaining schools statewide. Once new functions are fully developed, all schools will be able to easily update their systems with the new capabilities. IDOE will also expand adoption of these assessments to the high school level, where comprehensive formative assessment systems are particular lacking. IDOE will work with Participating LEAs to select optimal pilot sites for Generation 2 technology and identify partners for technology development by June 2010. Development and piloting of the enhanced technologies will take place throughout the 2010-11 and 2011-12 school years with the goal that schools in all Participating LEAs will be using Generation 2 technologies by the fall of 2012 and all LEAs will have transitioned from Generation 1 to Generation 2 by the end of 2013-14.

Enhanced technologies will make a powerful difference by administering tests, automating their grading, and displaying data to teachers and leaders in a timely way that makes strengths and weaknesses clear and next steps more obvious. IDOE will develop and provide an indispensable tool that gives schools the right data, provided at the right time and in the right way. The utility will come from (1) ease of use, (2) the flexibility of the enhanced tool, (3) the comprehensiveness (breadth and depth) of the item bank, and (4) the ongoing support that will be provided, described in further detail in Section (C)(3)(ii). If teachers and leaders are equipped with the right tools to constantly analyze what they do and adjust to get better, student learning will improve. By investing in the development of the next generation of assessment technology, Indiana will equip schools to not only survive the ever rising tide of data and accountability, but indeed to thrive in it.

(C)(3)(ii) – IDOE will issue a request for proposals and contract with a vendor(s) to provide comprehensive and effective professional

development regarding how to use these systems. The goals will be to ensure that teachers and leaders understand how to use these tools to improve student learning in their classrooms and schools and that the vendor(s) will be held accountable for ensuring the success of all participants. Specifically, the selected vendor(s) will provide expert technical assistance to help individual educators learn to do the following:

- Use hardware/software;

- Understand the student-level longitudinal data made available through the Learning Connection;

- Use reports generated by the Generation 2 system;

- Connect instructional content for the purpose of finding new ways to instruct; and

- Help strategize about ways in which data may inform instruction for a given educator/student.

Moreover, IDOE's vendor(s) will provide professional development and on-the-job training for educators about how to analyze data and use it for benchmarking and evaluation, as well as differentiating and improving instruction to benefit student learning. IDOE will partner with institutions of higher education and other organizations to deliver this professional development in two ways. First, statewide trainings will be provided via WebEx, videos, and conferences. Second, targeted professional development will be offered to Indiana's lowest-achieving schools.

Furthermore, Indiana will establish a data helpdesk to provide expert technical assistance to individual educators to help them understand the data made available through the Learning Connection and strategize about ways the data may inform instruction for a given educator/student. Once established, educators will be able to call or email the helpdesk at times convenient for them and ask questions specific to their data sets.

With the statewide longitudinal data system and instructional improvement systems in place, IDOE will be able to effectively use assessment data to determine where students in the state need the most help. IDOE will then create or identify professional

development for teachers and principals, tailored to the concepts with which state students have the most difficulty. Early intervention is crucial to ensuring that all students make at least one year of growth each academic year and are on track to graduate from high school, ready for college and career success.

(C)(3)(iii) – Finally, IDOE will make appropriate data from instructional improvement systems, together with statewide longitudinal data system data, available and easily accessible to researchers. Through the Support and Accountability Office, IDOE will support data-driven research to help key stakeholders make informed decisions in the continuous improvement of policy, instruction, operations, management, resource allocation and teacher and leader effectiveness.

Key Activities, Timeline and Responsible Parties:

June 2010:   IDOE and vendor select pilot sites for Generation 2 assessment system

June 2010:   IDOE issues a proposal for statewide professional development for training on utilizing data

July 2010-12:   IDOE and vendor develop and pilot Generation 2 assessment system

Aug 2010-12:   IDOE and partners lead professional development on utilizing data to inform instruction

Sept 2010-June 2011: IDOE enlists a cabinet of teachers to create item banks for assessment using the Common Core standards

Jan 2011-Dec 2013:   IDOE and vendor complete the rollout of existing diagnostic tests to all Indiana school districts

Aug 2012-May 2014: IDOE and vendor rollout Generation 2 assessment system and related professional development to all Participating LEAs

Performance Measures Performance measures for this criterion are optional. If the State wishes to include performance measures, please enter them as rows in this table and, for each measure, provide annual targets in the columns provided.	Actual Data: Baseline (Current school year or most recent)	End of SY 2010-2011	End of SY 2011-2012	End of SY 2012-2013	End of SY 2013-2014
Percentage of LEAs utilizing Generation 1.	50%	75%	100%	N/A	N/A
Percentage of eligible schools from participating LEAs adopting Generation 2.	N/A	20% pilot	60% pilot	100%	100%
Percentage of active users of Generation 2 technology (as defined by IDOE).	N/A	N/A	40%	80%	90%

Generation 1 will begin phasing out during the Generation 2 pilot phase beginning in 2010-11. This two-school-year pilot program will ensure proper development for active use.

(D) Great Teachers and Leaders *(138 total points)*

State Reform Conditions Criteria

(D)(1) Providing high-quality pathways for aspiring teachers and principals (21 points)

The extent to which the State has—

(i)   Legal, statutory, or regulatory provisions that allow alternative routes to certification (as defined in this notice) for teachers and principals, particularly routes that allow for providers in addition to institutions of higher education;

(ii)   Alternative routes to certification (as defined in this notice) that are in use; and

(iii)   A process for monitoring, evaluating, and identifying areas of teacher and principal shortage and for preparing teachers and principals to fill these areas of shortage.

In the text box below, the State shall describe its current status in meeting the criterion. The narrative or attachments shall also

include, at a minimum, the evidence listed below, and how each piece of evidence demonstrates the State's success in meeting the criterion. The narrative and attachments may also include any additional information the State believes will be helpful to peer reviewers. For attachments included in the Appendix, note in the narrative the location where the attachments can be found.

Evidence for (D)(1)(i), regarding alternative routes to certification for both teachers and principals:
- *A description of the State's applicable laws, statutes, regulations, or other relevant legal documents, including information on the elements of the State's alternative routes (as described in the alternative route to certification definition in this notice).*

Evidence for (D)(1)(ii), regarding alternative routes to certification for both teachers and principals:
- *A list of the alternative certification programs operating in the State under the State's alternative routes to certification (as defined in this notice), and for each:*
  - *The elements of the program (as described in the alternative routes to certification definition in this notice).*
  - *The number of teachers and principals that successfully completed each program in the previous academic year.*
  - *The total number of teachers and principals certified statewide in the previous academic year.*

Recommended maximum response length: Two pages

(D)(1) – Consistent with redefining the role of the State (as described in Section (A)(1)(i)), IDOE's theory of action for dramatically increasing the quantity, quality, and reach of highly effective and effective teachers and leaders involves a clear, three-pronged approach. Specifically, IDOE will do the following:

1. Prevent ineffective teachers and leaders from receiving their initial five-year, proficient practitioner's license. IDOE is granted broad educator licensing authority under state statute and will use this authority to prevent ineffective educators from receiving their proficiency license. Additional details are described in Section (D)(2).

2. Increase the pipeline of talented teachers and principals to support LEAs in filling existing shortages in high needs schools and any void left by the failure to grant proficient practitioner's licenses as described above. Building and expanding human capital supply is a role that the State can do differently; the State can facilitate the infrastructure of supply by leveraging economies of scale and national relationships.

3. Ensure LEAs have the ease of flexible access to the Common Core standards and the next generation of formative assessment tools, as described in Sections (B)(3) and (C)(3). These high-quality materials and enhanced technology systems will arm teachers and leaders with the information they need to meet the State's expectations for dramatically improving student performance and closing the achievement gap. IDOE will encourage LEAs to act on this data by shining a spotlight on student, teacher, and principal performance.

Participating LEAs will factor considerably into this approach, but any inability to act on their part will not stop Indiana from making the reforms necessary to ensure a great teacher in every classroom and an outstanding leader in every school. The first action can be implemented without RttT funding. The second and third would also occur without federal dollars, though RttT funds would serve to significantly accelerate the pace and progress.

IDOE's confidence in accomplishing these actions reflects a fundamental belief that Indiana has a unique ability to influence instructional leadership (of both teachers and principals) in a way that many states cannot. As the centerpiece of increasing the scope, scale, and caliber of instructional leadership in this *Fast Forward* plan, these actions guide many of the initiatives described in this portion of the State's application.

(D)(1)(i) − The key statutory provision that allows for alternative routes to certification is laid out in IC 20-28-4. Specifically, Indiana's Transition to Teaching ("**TtT**") requirement was established to "facilitate the transition into the teaching profession of competent professionals in fields other than teaching." As the application requests a listing of the elements of each alternative route available in the state, a list of all TtT programs are listed in Appendix D-1, along with the numbers of program graduates during the 2008-09 academic year.

Since January 2009, Indiana has worked in earnest to put alternate routes to certification, both for teachers and principals, on an even playing field with traditional programs. These efforts reflect the strong belief that alternative routes are among the most

promising strategies for expanding the pipeline of talented teachers and leaders, particularly for subject shortage areas and high-needs schools. Recent initiatives within the state to dramatically reform teacher and administrator licensing bode well in three key areas: (1) minimizing barriers to entry, (2) ensuring high quality candidates, and (3) encouraging growth and innovation. More details about these areas and Indiana's TtT law can be found in Appendix D-2 which provides a full explanation of the statutory provisions that govern Indiana's alternative routes to certification.

Indiana is committed to creating a system that provides highly-qualified, nontraditional candidates with the flexibility and support needed to teach in or lead Indiana's schools. In July 2009, IDOE began working with the Indiana Professional Standards Board ("**PSB**"), which has authority to promulgate rules related to teacher and administrator licensing and preparation, to adopt new regulations that allow the PSB to approve online and alternative providers. As a result, IDOE proposed sweeping rule changes, which were adopted by the PSB in January of 2010 and are slated to go into effect July 31, 2010. These changes are the first step in creating alternative routes for licensing in Indiana through a diverse group of providers. (For highlights of the new regulations, see Appendix D-3.) IDOE will bring all alternative routes providers interested in preparing Indiana teachers before the PSB in the coming year.

(D)(1)(ii) – Indiana has teacher shortages across the state in certain subjects like science and mathematics, as outlined in Section (D)(1)(iii), and creative solutions are necessary in order to tackle those shortages, as outlined in Section (D)(3). As described in Section (A)(3), Indiana is currently home to three very high-quality national alternative routes to certification models: TFA, TNTP in the form of the Indianapolis Teaching Fellows ("**ITF**"), and Wilson. Each of these programs has chosen partner institution(s) of higher education to award credit that leads to full teacher certification. Because Indiana seeks to expand these programs through this *Fast Forward* plan, more information about each program appears in Appendix D-4.

IDOE is also in the process of establishing multiple pathways for prospective principals, especially to lead the State's turnaround efforts. Because Indiana is requesting RttT funds to implement or expand these programs, additional details about each of the

pathways can be found in Appendix D-5.

- **Indiana University Executive MBA for Turnaround Leadership:** A unique partnership between the Kelley School of Business, Indiana University Graduate School of Education, TFA, and IDOE to establish a pathway to school leadership.

- **Indianapolis Principals Fellowship:** A collaboration of Columbia Teachers College, TFA, and Indianapolis Public Schools ("**IPS**") to provide a fast-track path to school leadership within IPS.

- **The Charter School Entrepreneur Fellowship:** A charter school incubator to be launched by IDOE and The Mind Trust, an innovative education non-profit, to provide high quality new charter schools in high-need urban and rural districts across the state.

- **Notre Dame Educational Leadership Program:** Supported by The Kern Family Foundation, an innovative approach to transformative education leadership that seeks to attract entrepreneurial individuals to redefine what is possible in a public school setting.

- **Turnaround Leaders Academy:** U.S. Secretary of Education Arne Duncan stated, "Over the coming years, America needs to find 5,000 high-energy, hero principals to take over struggling schools." In response to his challenge, the Turnaround Leaders Academy will identify, recruit, train and develop transformational leaders who will focus on the challenge of turning around our State's chronically low-achieving schools.

All of these pathways will provide structured, supervised support to participants. This includes job-embedded training, intensive mentoring, and time to observe and shadow seasoned experts. Notably, the programs at IU and Notre Dame will provide nontraditional candidates an opportunity to earn an executive MBA with a focus on school leadership. Graduates of these programs will commit to leading high needs schools and closing the achievement gap.

(D)(1)(iii) – Teacher shortage areas are identified primarily through data showing how many emergency teaching permits are issued each year by IDOE. A school may hire a teacher on an emergency permit only when it cannot find a highly-qualified teacher.

Additionally, a school may hire a candidate who is currently taking part in a TtT program to fill a shortage position. Teacher shortage areas are ratified each year by the State Board.

Beginning in 2009, the State Board voted that shortage areas were to be determined by local circumstances; any time a school cannot identify a highly-qualified teacher to fill a vacancy, it has an official shortage and may hire a teacher under an emergency permit. The content areas in shortest supply in Indiana are consistent with those around the country: science, mathematics, and special education. This information is publicly reported annually. The State's current shortage report is attached in Appendix D-6.

Indiana does not have a shortage of principals. There are 14,090 people licensed as principals in Indiana, compared with a total of approximately 1,850 schools statewide. A 2007 study titled "Looking in the Mirror to Improve Practice: A Study of Administrative Licensure and Master's Degree Programs in Indiana" supported by IDOE and the Wallace Foundation suggests that schools of education graduate far more candidates than necessary, particularly given the sharp rise in principal program graduates between 2001 and 2005 (18.2%) and the minimal increase in school-level administrative positions available (less than a 5% increase). Due to overproduction, only approximately 50% of administrators in Indiana find positions within five years of becoming licensed. IDOE is less concerned about the overabundance of leaders, but rather, the quality and effectiveness of human capital throughout the State able and willing to lead struggling and failing schools. This provides Indiana with an avenue to work with schools of education to increase the standards and rigor of the programs so they produce fewer, yet more qualified, school administrators. Teacher shortage goals and plans for meeting shortage area goals are required of each Institution of Higher Education (IHE) as part of its Title II reporting. The 2009-10 goals and plans will be reported for the first time in April 2010. Shortage areas addressed by all IHEs include mathematics, science, special education and English as a New Language. This reporting applies to both traditional and alternative routes.

Additionally, Indiana utilizes three programs that concentrate particularly on filling shortage areas with high-quality teachers: TFA, ITF, and Wilson. Because Indiana is requesting RttT funding to implement many of these programs, a description of these programs

and the shortage areas they seek to fill can be found in a previously-referenced Appendix D-4.

Reform Plan Criteria

(D)(2) Improving teacher and principal effectiveness based on performance (58 points)

The extent to which the State, in collaboration with its participating LEAs (as defined in this notice), has a high-quality plan and ambitious yet achievable annual targets to ensure that participating LEAs (as defined in this notice)—

(i) Establish clear approaches to measuring student growth (as defined in this notice) and measure it for each individual student; (5 points)

(ii) Design and implement rigorous, transparent, and fair evaluation systems for teachers and principals that (a) differentiate effectiveness using multiple rating categories that take into account data on student growth (as defined in this notice) as a significant factor, and (b) are designed and developed with teacher and principal involvement; (15 points)

(iii) Conduct annual evaluations of teachers and principals that include timely and constructive feedback; as part of such evaluations, provide teachers and principals with data on student growth for their students, classes, and schools; (10 points) and

(iv) Use these evaluations, at a minimum, to inform decisions regarding— (28 points)

(a) Developing teachers and principals, including by providing relevant coaching, induction support, and/or professional development;

(b) Compensating, promoting, and retaining teachers and principals, including by providing opportunities for highly effective teachers and principals (both as defined in this notice) to obtain additional compensation and be given additional responsibilities;

(c) Whether to grant tenure and/or full certification (where applicable) to teachers and principals using rigorous standards and streamlined, transparent, and fair procedures; and

(d) Removing ineffective tenured and untenured teachers and principals after they have had ample opportunities to improve, and ensuring that such decisions are made using rigorous standards and streamlined, transparent, and fair procedures.

(D)(2)(i) – Indiana is one of only a few states that currently has a clear approach to measuring growth in student learning at the individual student level. The State began exploring student growth models in spring 2008 and is currently in the midst of a three-phase rollout process to be completed by spring 2010 (for a summary of the timeline for the rollout of the student growth model in table form, see Goal 1 in Appendix D-7).

Figure 1 illustrates the State's model for academic growth. Developed in partnership with the National Center for the Improvement of Educational Assessment and the Colorado Department of Education, the user-friendly and interactive display consists of a four-quadrant report that relates normative information about student progress. Details of the consortium's work can be found in Appendix D-8.
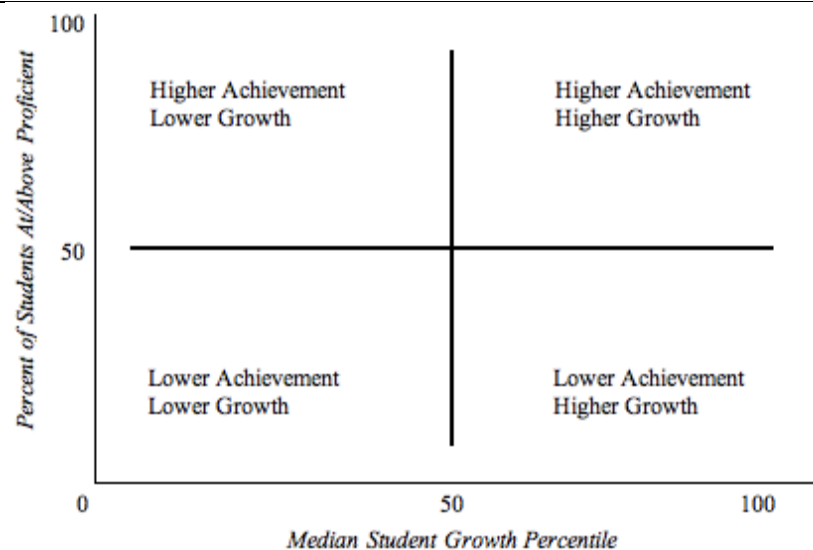
Figure 1

Indiana's growth model provides a common understanding of how individual students and groups of students progress from year to year toward state standards based on where each individual student begins. Moreover, the model focuses attention on which teachers and principals are getting the strongest growth. Notably, as discussed below, a teacher's evaluation would be predominantly based (at least 51%) on the performance of all of his/her students over time.

Phase one of the rollout was completed in December 2009 with the release of aggregated school level growth data. Phase two, which shows growth data by grade level, will be released in February 2010. The final phase, which will depict student growth at the individual student and teacher levels, will be rolled out in April 2010.

(D)(2)(ii) – Indiana has an ambitious plan to work with educators in the development of a statewide teacher and principal evaluation system that differentiates individual performance into four rating categories, with 51% of each individual's rating based on student

growth data. IDOE's first priority in RttT is to shine a spotlight on excellence by assisting schools and LEAs in their efforts to increase teacher and leader effectiveness, close the achievement gap and ensure the equitable distribution of effective teachers and leaders across the state. Nowhere is this task more urgent and important than in high-poverty and high-minority schools that have been historically marginalized. Addressing this inequity and eliminating the achievement gap are the civil rights issues of our time.

To meet this objective, IDOE will focus on teacher and principal quality through the accurate evaluation of individual performance. Recognizing that teacher and principal effectiveness are the most important factors in improving student achievement and closing the achievement gap, teachers and principals must be credibly evaluated on their ability to impact student outcomes and growth. LEAs must reexamine their evaluation tools and begin to use them to inform policies regarding hiring, reductions-in-force, professional development, compensation, promotion and retention.

Evidence of student learning must be a significant criterion for determining teacher or leader effectiveness. This requirement is clearly outlined by ED and must be a key consideration for teacher and principal evaluation. IDOE will work with teachers and principals to develop a common evaluation framework, which all Participating LEAs will be required to adopt and use for all teachers and principals by 2012. In this framework, growth in student achievement will count for at least 51% of the total evaluation. In addition, all other elements of the rating system will be based on practices and characteristics known to contribute to student learning. Notably, agreement in principle on the 51% criterion has been reached with both of the State's teachers associations. The key activities, timelines and parties involved in this framework are summarized in Appendix D-7, Goal 2.

The teacher evaluation framework will include close examination of key performance metrics linked by research to student learning (e.g. purposeful planning, classroom culture, effective instructional techniques, and professional leadership). Coupled with student growth and learning data, these metrics will provide for data that meaningfully differentiates teacher effectiveness across a four-category ratings spectrum (highly effective, effective, needs improvement, ineffective). Having four clearly defined categories is essential to ensuring that (1) great teachers are recognized and rewarded for their efforts; (2) great teaching practice is shared across

the State; and (3) decision-making regarding teachers is carried out in a fair and transparent way. As described in Sections (D)(2)(iv) and (D)(3) below, IDOE will annually collect, analyze and report data from LEAs about the distribution of teachers across each of these category ratings and the distribution of each across high-poverty and low-performing schools.

The common framework will result not in a single tool, but multiple tools developed by Participating LEAs that meet the parameters set forth above. Participating LEAs will be given a brief timeframe within which to create their own tools and have them approved by IDOE. Alternatively, Participating LEAs may adopt IDOE's evaluation tool, which IDOE will develop in partnership with a multi-state collaborative (comprised of at least Indiana, Florida, Illinois, and Louisiana) for great teachers and leaders that will focus on improving key policies related to teacher and leader effectiveness and pooling intellectual resources and design capacity. Evaluation results will be uploaded to a secure online database called the Learning Connection (as described in Section (C)(2)), where teachers and principals will be able to review their ratings and written feedback at any time.

Similarly, IDOE will develop a model evaluation for principals in accordance with an evidence-based, multi-pronged definition of effectiveness. Indiana's principal evaluation framework will draw from the work of New Leaders for New Schools to closely examine (1) student outcomes, (2) teacher effectiveness and (3) leadership actions. Within these three domains, the principal evaluation will determine whether and how the school leader is able to help teachers improve and ensure effective teaching in every classroom (e.g. hiring, professional development, accountability). This will require a streamlined analysis of leadership practices that have high causality with regard to breakthrough achievement gains. Both the teacher and principal evaluation framework will include a collaborative goal-setting component for teachers and principals to set growth goals specific to student achievement and teacher or principal effectiveness.

This evaluation framework will lead to the development of systems to distinguish highly effective teaching and leadership from effective, effective from fair, and fair from poor. To ensure these systems are used to inform decision-making in a meaningful way, teachers and principals will be involved in their development. This includes the piloting of these systems, especially in persistently

low-achieving schools identified for state sanctions. The urgency with regard to ensuring that struggling schools have highly effective teachers and leaders cannot be overstated.

Figure 2 illustrates the general breakdown of the common teacher evaluation framework. Teachers will be divided into two major groups. The first group (Group A) consists of teachers for whom the State can generate student growth data, based on ISTEP+ (at least 26%) and other measures that are rigorous and comparable across classrooms. The second group (Group B) consists of teachers of non-tested grades and subjects. Group B teachers will be evaluated in part on alternative measures of student learning and performance such as student scores on pre-tests and end-of-course tests; student performance on English language proficiency assessments; and other measures that are rigorous and comparable across classrooms. As the State develops standardized ways of assessing student progress in other subject areas (e.g. through Common Core), these assessments will be rolled out and more teachers will be moved to the first group (i.e. from Group B to Group A).

Figure 2

**Teacher Group A**   **Teacher Group B**
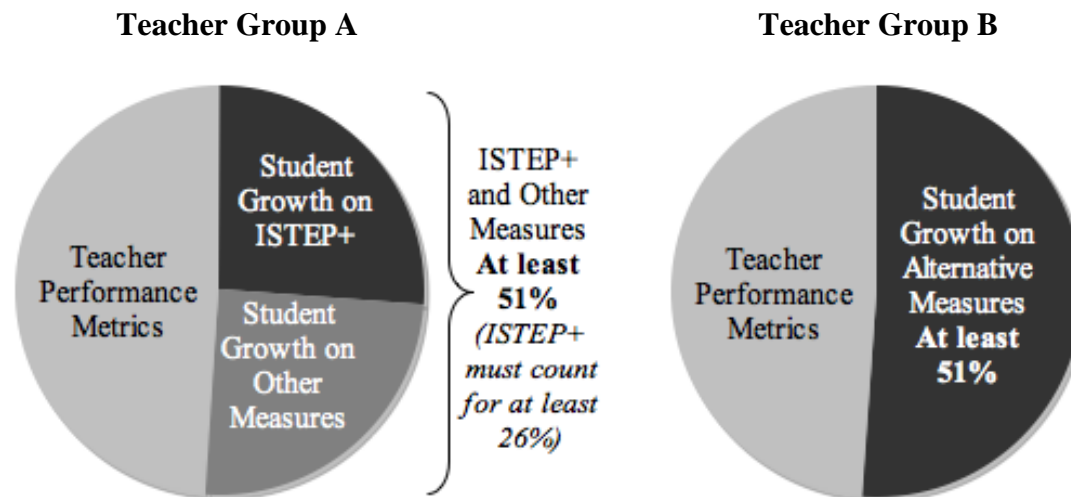
Although teachers in Groups A and B will be evaluated in part on different measures, IDOE will require Participating LEAs to show

parity between both groups with regard to distribution across the four rating categories, described further in Section (D)(2)(iv).

Figure 3 illustrates the three-pronged definition of principal effectiveness.

Figure 3
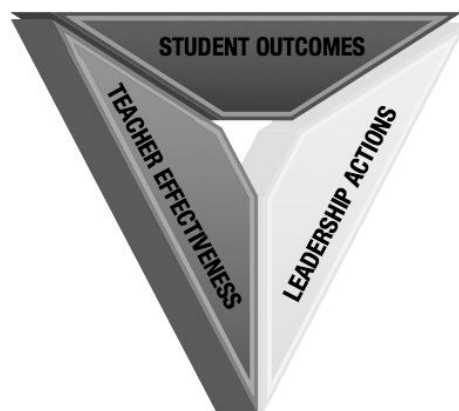
Based on the experience of New Leaders for New Schools, this triangle is the foundation upon which Indiana's principal evaluation framework will be built. Each leg of the triangle is summarized below:

1. Student outcomes: The principal's primary jobs are: (1) raising student achievement; (2) improving growth in student learning; and, for high school principals, (3) ensuring strong graduation rates. He/she must be unapologetic about this focus and make no excuses based on student background or circumstance.

2. Teacher effectiveness: Principals will be evaluated by their ability to drive increases in the numbers of effective and highly effective teachers. These are teachers who, on average, are able to achieve at least one grade level worth of growth with their students in an academic year.

3. Leadership actions: Principals must be proactive, relentless, and strategic in order to realize strong student outcomes and maximize teacher effectiveness. Each must create and reinforce a culture of achievement and results. Moreover, principals must be able to effectively prioritize their actions, keeping a laser-like focus on academic achievement and

closing the achievement gap.

Notably, the principal evaluation framework will closely mirror the teacher evaluation framework (i.e. growth in student learning counting for at least 51% of the total evaluation), to ensure tight alignment across both systems. Moreover, the success of the teacher evaluation framework may depend on linking principal evaluation to student growth as well. Principals can make a better case for using student growth as a significant criterion when they themselves are being judged based on student outcomes. And teachers are more likely to accept this type of evaluation reform when they see themselves as being part of a broader system that has these criteria built into it from top to bottom. In fact, buy-in could be further cemented if principals were to see their supervisors held to account by a clear evaluation framework grounded in student achievement and growth.

(D)(2)(iii) – As part of the adoption of a common teacher and principal evaluation framework, IDOE will require participating LEAs to ensure that classroom observations and other performance assessments are carried out multiple times throughout each school year, and full evaluations are completed annually (see Appendix D-7, Goal 3 for goals, activities, timelines and responsible parties). IDOE will develop or adopt a model classroom observation and performance assessment protocol based on elements of teacher practice shown by research to be linked to student learning. Increasing the frequency of constructive feedback and support will lead to better information about instructional quality and the caliber of school leadership.

As part of the evaluation process, teachers and principals will be provided a dashboard that clearly illustrates student growth data in which individual student growth can be analyzed against classroom growth, classroom growth against school-wide growth, school-wide growth against district growth, and district growth against state growth. This data dashboard will also be used to shape targeted growth plans for teachers and principals, outlining key strengths, areas for improvement, and next steps for professional development. The evaluation framework will articulate clear and transparent expectations for teacher and principal performance.

(D)(2)(iv) – Teacher and principal evaluations will become fully integrated with other key policy levers and used as a primary factor

in decisions regarding professional development, compensation, promotion, retention, and removal (see Appendix D-7, Goal 4 for goals, activities, responsible parties and timelines). Notably, the State will require Participating LEAs to ensure teacher and principal evaluation data shows a meaningful distribution of effectiveness along a multiple rating scale consisting of four categories: highly effective, effective, needs improvement, and ineffective. IDOE will annually collect, analyze and publicly report data from LEAs that shows the distribution of teachers and principals across each of these category ratings and their distribution within high-poverty and low-performing schools. Moreover, the State will require parity between tested and non-test grades and subjects with regard to the distribution of teachers across these categories. This will help ensure credibility across the spectrum by raising the stakes for evaluation outcomes and providing for systems that are rigorous and transparent. IDOE will closely monitor this performance distribution and develop a vehicle for declaring evaluations invalid if results are inflated.

Figure 4 defines the four rating categories and how IDOE will encourage LEAs to factor them into key decision-making.

Figure 4

Rating	Definition	Professional Development	Compensation	Promotion	Retention	Removal
Highly effective	• Outstanding performance • Students achieve at least <u>one and one-half grade levels</u> in an academic year	• Leads professional development • Models lessons • Coaches and co-plans with other teachers	• May be provided additional compensation (e.g. accelerated progress on local salary scale, eligibility for additional bonuses if teaching in a high needs school)	• Receives high priority for hiring into any more senior pedagogical position • May be part of initiatives to extend best teachers' reach to more students	• High priority for retention, with each LEA setting annual goals whose results are publicly reported	• Coupled with solid marks on other teacher performance metrics, in no danger of removal for ineffectiveness/ incompetence

Effective	• Solid performance • Students achieve at least <u>one grade level</u> in an academic year	• Receives targeted professional development with success defined as movement into highly effective	• Normal progress on pay scale	• Eligible for hiring into more senior pedagogical positions	• Priority for retention, rate should be approx 85 percent as high as retention for highly effective	
Needs improvement (Fair)	• Performance below expectations	• Additional PD, coaching, and support provided to increase effectiveness	• Held at current salary step until a rating of effective or highly effective	• Ineligible for hiring into more senior pedagogical positions	• Not a retention priority; retention rate for this group should be no higher than 70 percent of rate for highly effective	• Consecutive years at this rating will be subject to dismissal
Ineffective (Poor, Incompetent)	• Unacceptable performance	• Intensive, aligned support provided to raise performance to acceptable level within a clearly defined period			• Not a retention priority; rate should be no higher than 40 percent of rate for highly effective	• Clear route to dismissal, provided performance concerns have been communicated in advance

IDOE will gather and report a series of metrics that rank LEAs on the extent to which they are using effectiveness ratings to inform their human resources decisions. Where data is available, IDOE will tie growth data to the evaluation rating to add sunlight to grade inflation. Key metrics will also include the following:

- The percentage of highly effective teachers and principals who receive additional compensation, and the average amount of such compensation;

- The percentage of ineffective teachers and principals who are dismissed by the LEA;

- The percentage of ineffective teachers and principals who are held at their current salary step;

- The ratio between the percentage of teachers and principals in the top two categories retained by the district to the percentage retained in the bottom two categories.

This matrix is significant for several reasons. First, a system that credibly differentiates teachers helps to ensure that when layoffs are necessary, summative evaluations carry more weight than seniority. Second, new teachers and leaders who are consistently ineffective will face licensing ramifications, as described below. Similarly, schools that have a disproportionate number of ineffective teachers, especially those with high-poverty and high-minority students, will jeopardize their state accreditation status. Third, IDOE will work with LEAs to revise their salary schedules, so as not to require a master's degree for educators to advance and/or not to pay differentials for advanced degrees, freeing up funds that can be redirected to more effective compensation strategies. Finally, teachers and leaders with a pattern of poor performance will face increased pressure to improve or to step aside. Ineffective teachers will not be eligible for principal licensure.

IDOE will take several actions to ensure that the new evaluation framework is implemented effectively and improved over time. Specifically, IDOE will do the following:

- Analyze evaluation outcomes and disseminate aggregated school- and district-level information on teacher and leader effectiveness.

- Align all IDOE-supported professional development with educator evaluations. Significant aspects of professional development will be put out to bid to ensure the highest quality and to hold prospective vendors accountable for the professional growth of all participants. Results from professional development will be closely monitored, and funding will be

redirected from programs and vendors with a pattern of weak performance.

- Certify administrators and teacher leaders as evaluation experts upon completion of a rigorous training program. Their records and results will be tracked by a database created by IDOE. Additional details about the certification of evaluation experts can be found in Section (D)(5)(i).

- Create a "professional cabinet" of top teachers and leaders to help shape the future of teacher and leader evaluation. Specifically, this would include continuous refinement of the evaluation framework with the goal of having an exemplar for the State and the rest of the nation. IDOE is willing and eager to fully share and disseminate to other states the products and processes developed by Indiana for teacher and leader evaluation and to incorporate best practices from other states.

These frameworks will also improve educator effectiveness by opening up career pathways. Participating LEAs will be able to create career ladders and lattices where teachers and principals can move into positions of increasing responsibility and compensation by measurably demonstrating their effectiveness. For example, highly effective and effective teachers can become "master teachers" or "expert evaluators." With multiple pathways as an option, great teachers can continue teaching students, where their impact is the most strongly felt, and Participating LEAs can still leverage their strengths and expertise across the system. More detail about leveraging highly-effective teachers appears below in Section (D)(3).

Using Licensure Authority to Reduce the Impact of Ineffective Teaching – As set forth in Section (A)(1)(i), central to this *Fast Forward* plan is the belief that it is the State's role to ensure that its most fundamental reforms are carried out. Ineffective teachers that are unable to improve within a clearly defined period should not be teaching in Indiana's classrooms. Principals must play a key part in reducing the impact of ineffective teachers and, as described in Section (D)(2)(ii), school leaders in Participating LEAs will be held to account for doing this. However, studies have shown that linking student performance to principal evaluation alone may be insufficient to drive student achievement. Many principals may not feel they can directly impact student outcomes, as they depend on teachers to deliver results. Principals can, though too many do not, exercise considerably more influence over the quality

of the teachers at their schools (e.g. via dismissal of weak teachers). As such, IDOE will provide the supports necessary to foster the courage to act locally, but will use also its licensing authority to prevent ineffective new teachers and principals from obtaining a five-year, proficient administrator's license.

In Indiana, new teachers and principals work under a two-year, initial practitioner's license. During this time, they are required to complete a beginning residency program. A teacher or principal who is new to the profession would not be eligible to receive a five-year proficiency license without completing the residency program successfully, as measured by specific criteria defined by the State. With this authority, IDOE will use teacher and principal effectiveness as the predominant criteria for determining the successful completion of the beginning residency program. Specifically, new teachers will be required to receive evaluation ratings of effective or highly-effective and new principals will be required to show increases in the percentage of highly-effective and effective teachers in their schools. Consistent with Indiana regulations, new teachers will have three two-year periods in which to attempt to demonstrate effectiveness. Moreover, State Superintendent Bennett has the authority under state law, set forth in IC 20-28-5-7, to issue a written recommendation directing IDOE to suspend or revoke any license for purposes of incompetence. He will consider standards of educator effectiveness as an indicator of competence.

Key Activities, Timeline and Responsible Parties:

February 2010:   IDOE completes phase two of growth model rollout (showing growth data by grade level)

April 2010:   IDOE completes final phase of growth model rollout (depicting student growth at individual student and teacher levels)

April 2010:   IDOE pilots common teacher and principal evaluation frameworks

September 2012:   Participating LEAs implement common teacher and principal evaluation frameworks

September 2013:   IDOE publicly reports, for participating LEAs, the percentage of teachers and principals in each of the four ratings categories

Performance Measures Notes: Data should be reported in a manner consistent with the definitions contained in this application package in Section II. Qualifying evaluation systems are those that meet the criteria described in (D)(2)(ii).		Actual Data: Baseline (Current school year or most recent)	End of SY 2010-2011	End of SY 2011-2012	End of SY 2012-2013	End of SY 2013-2014
Criteria	**General goals to be provided at time of application:**	**Baseline data and annual targets**				
(D)(2)(i)	Percentage of participating LEAs that measure student growth (as defined in this notice).	0%	100%	100%	100%	100%
(D)(2)(ii)	Percentage of participating LEAs with qualifying evaluation systems for teachers.	0%	45%	90%	100%	100%
(D)(2)(ii)	Percentage of participating LEAs with qualifying evaluation systems for principals.	0%	45%	90%	100%	100%
(D)(2)(iv)	Percentage of participating LEAs with qualifying evaluation systems that are used to inform:					
(D)(2)(iv)(a)	• Developing teachers and principals.	0%	90%	100%	100%	100%
(D)(2)(iv)(b)	• Compensating teachers and principals.	0%	20%	40%	70%	100%
(D)(2)(iv)(b)	• Promoting teachers and principals.	0%	25%	50%	90%	100%
(D)(2)(iv)(b)	• Retaining effective teachers and principals.	0%	25%	50%	90%	100%
(D)(2)(iv)(c)	• Granting tenure and/or full certification (where applicable) to teachers and principals.	0%	0%	50%	100%	100%
(D)(2)(iv)(d)	• Removing ineffective tenured and untenured teachers and principals.	0%	0%	50%	100%	100%

Baseline data is 0% because Indiana currently has no LEAs that measure student growth, nor any LEAs that have teacher or principal evaluations that meet state standards. The State is committed to working with the Indiana State Teachers Association and the Indiana Federation of Teachers to address obstacles posed by local collective bargaining agreements for Criteria (D)(2)(iv)(c) and (d). Due to the need to overcome these obstacles, Indiana does not expect to begin utilizing teacher and principal evaluations to make tenure, certification or removal decisions until 2011-12.		
General data to be provided at time of application:		
Total number of participating LEAs.	331	
Total number of principals in participating LEAs.	331	
Total number of teachers in participating LEAs.	53,624	
Nine new charter schools set to open in the fall of 2010 have signed Partnership Agreements and will join the State's *Fast Forward* effort as Participating LEAs. While the Participating LEA count reflected here and throughout this application is 331, data such as number of teachers and students can only be calculated for 322 LEAs here and throughout the remainder of this application.		

Criterion	Data to be requested of grantees in the future:	
(D)(2)(ii)	Number of teachers and principals in participating LEAs with qualifying evaluation systems.	
(D)(2)(iii)[6]	Number of teachers and principals in participating LEAs with qualifying evaluation systems who were evaluated as effective or better in the prior academic year.	
(D)(2)(iii)	Number of teachers and principals in participating LEAs with qualifying evaluation systems who were evaluated as ineffective in the prior academic year.	

[6] Note that for some data elements there are likely to be data collection activities the State would do in order to provide aggregated data to the Department. For example, in Criteria (D)(2)(iii), States may want to ask each Participating LEA to report, for each rating category in its evaluation system, the definition of that category and the number of teachers and principals in the category. The State could then organize these two categories as effective and ineffective, for Department reporting purposes.

(D)(2)(iv)(b)	Number of teachers and principals in participating LEAs with qualifying evaluation systems whose evaluations were used to inform compensation decisions in the prior academic year.	
(D)(2)(iv)(b)	Number of teachers and principals in participating LEAs with qualifying evaluation systems who were evaluated as effective or better and were retained in the prior academic year.	
(D)(2)(iv)(c)	Number of teachers in participating LEAs with qualifying evaluation systems who were eligible for tenure in the prior academic year.	
(D)(2)(iv)(c)	Number of teachers in participating LEAs with qualifying evaluation systems whose evaluations were used to inform tenure decisions in the prior academic year.	
(D)(2)(iv)(d)	Number of teachers and principals in participating LEAs who were removed for being ineffective in the prior academic year.	

(D)(3) Ensuring equitable distribution of effective teachers and principals (25 points)

The extent to which the State, in collaboration with its participating LEAs (as defined in this notice), has a high-quality plan and ambitious yet achievable annual targets to—

(i) Ensure the equitable distribution of teachers and principals by developing a plan, informed by reviews of prior actions and data, to ensure that students in high-poverty and/or high-minority schools (both as defined in this notice) have equitable access to highly effective teachers and principals (both as defined in this notice) and are not served by ineffective teachers and principals at higher rates than other students; (15 points) and

(ii) Increase the number and percentage of effective teachers (as defined in this notice) teaching hard-to-staff subjects and specialty areas including mathematics, science, and special education; teaching in language instruction educational programs (as defined under Title III of the ESEA); and teaching in other areas as identified by the State or LEA. (10 points)

(D)(3)(i) – There are many effective teachers and leaders in the State of Indiana who would work in high needs schools but currently do not – and not because of racial or socioeconomic prejudices. Effective educators want to work where they can be successful, though too often the conditions in high poverty and/or high minority schools are not conducive to teacher and principal efficacy. As a result, students with the greatest needs are frequently shortchanged when it comes to being served by effective teachers and leaders. To break this cycle, Indiana will establish an ambitious system to incent effective teachers and leaders to work with students in high-poverty and/or high-minority schools and sanction those LEAs that do not take bold action to dramatically reduce the numbers of ineffective teachers and leaders working with high needs students.

The implementation of the common evaluation framework will be the first step in turning the tide (see Section (D)(2)). Currently, Indiana has no data on teacher or principal effectiveness, as defined in the RttT application, and thus has little data at present on which to base future goals. Simply examining overall student achievement in high-poverty and high-minority schools, however,

strongly suggests that ineffective teachers and principals are over-represented in the State's bottom 5% of schools. Recognizing that teacher and principal effectiveness are two of the most important factors in improving student achievement, Indiana will take bold steps to ensure that students in high-poverty and/or high-minority schools (1) have access to great teachers and leaders and (2) are not disproportionately impacted by ineffective teaching.

Access to Great Teachers and Leaders – The key components of this effort will be the establishment of the *Governor's Teaching Corps of Excellence* – a call to public service across the State – and *Lead Indiana*, an innovative program designed to inspire great principals to take on the challenge of leading the State's most distressed schools. Moreover, "reach extension" efforts will also help increase the number of students served by Indiana's most highly effective educators.

The purpose of the *Governor's Teaching Corps of Excellence* will be to attract and recruit highly effective teachers who have a clear interest in, and commitment to, excellence in teaching in the State's lowest-achieving schools. The Corps will be a prestigious program, with rigorous entrance requirements and a high degree of selectivity. IDOE's Office of Educator Licensure and Development will administer the program with support from the Support and Accountability Office (described in Section (A)(2)(i)(a)), and the State Board will, if necessary, promulgate rules to guide the administration of the program. Since Indiana seeks to fund this program through *Fast Forward*, more detail about the *Governor's Teaching Corps* appears in Appendix D-9.

Turning around the lowest-achieving schools will also require highly effective principals. The challenge of ensuring an equitable distribution of great leaders is compounded by the fact that the lowest performing schools often face a disproportionately high rate of principal turnover. To change the trajectory for high-poverty and/or high-minority students, there must also be incentives and conditions that attract and retain talented and effective leaders who have a proven track record of creating change and raising performance in failing schools. IDOE will launch *Lead Indiana* to provide significant financial incentives for principals with a record of effective leadership skills to work in and lead Indiana's most distressed school environments.

The aim of the *Lead Indiana* program is three-fold:

- Elevate the level of recognition and respect for principals with a track record of raising student achievement.

- Inspire other great principals to take on the challenge of turning around the State's lowest achieving schools.

- Document and disseminate best practices and effective strategies for leading turnaround efforts in order to train future principals.

As *Lead Indiana* develops, the program may draw future recruits from the multiple leadership pathways being established across the State, as described in Section (D)(1)(ii). Since Indiana seeks to fund this program through *Fast Forward*, additional details about *Lead Indiana* can also be found in Appendix D-9.

The definition of a high-minority school, as provided by the state's Teacher Equity Plan, is the following: a school that is in the state's highest quartile in terms of minority student population. The definition of low-minority school, as defined by the state's Teacher Equity Plan, is a school in the state's lowest quartile in terms of minority student population.

(D)(3)(ii) – Indiana will increase the number and percentage of effective teachers who teach hard-to-staff subjects. To achieve this goal, IDOE will expand support for TFA, The New Teacher Project's ITF and Wilson programs. Each of these programs seeks to place teachers in hard-to-staff subjects, described in detail in Appendix D-4. The *Governor's Teaching Corps of Excellence*, described in Section (D)(3)(i), will also be used to match highly effective teachers with open positions in hard-to-staff subjects.

Notably, Indiana is acutely interested in improving science and mathematics instruction (i.e. STEM) to help the State compete in key fields with global economic rivals. The State echoes the alarms sounded over recent years by business and government leaders that science and math education is of huge concern as Indiana's students may be losing the technological edge that fueled this nation's growth during the 20th century. Through RttT, IDOE aims to extend the reach of highly-qualified STEM teachers. Further details are described in Appendix D-10.

IDOE will further encourage local action to ensure equal access to teaching talent by annually collecting and disseminating data and ranking LEAs on their efforts and success in equitably distributing the best teachers among all schools and increasing the number and percentage of students reached by the most effective teachers.

Performance Measures for (D)(3)(i) *Note: All information below is requested for Participating LEAs.*	Actual Data: Baseline (Current school year or most recent)	End of SY 2010-2011	End of SY 2011-2012	End of SY 2012-2013	End of SY 2013-2014
General goals to be provided at time of application:	**Baseline data and annual targets**				
Percentage of teachers in schools that are high-poverty, high-minority, or both (as defined in this notice) who are highly effective (as defined in this notice).	N/A	1%	5%	10%	15%
Percentage of teachers in schools that are low-poverty, low-minority, or both (as defined in this notice) who are highly effective (as defined in this notice).	N/A	10%	15%	20%	25%
Percentage of teachers in schools that are high-poverty, high-minority, or both (as defined in this notice) who are ineffective.	N/A	50%	45%	35%	25%
Percentage of teachers in schools that are low-poverty, low-minority, or both (as defined in this notice) who are ineffective.	N/A	25%	20%	15%	10%
Percentage of principals leading schools that are high-poverty, high-minority, or both (as defined in this notice) who are highly effective (as defined in this notice).	N/A	1%	5%	10%	15%
Percentage of principals leading schools that are low-poverty, low-minority, or both (as defined in this notice) who are highly effective (as defined in this notice).	N/A	20%	15%	20%	25%
Percentage of principals leading schools that are high-poverty, high-minority, or both (as defined in this notice) who are ineffective.	N/A	50%	45%	35%	25%
Percentage of principals leading schools that are low-poverty, low-minority, or both (as defined in this notice) who are ineffective.	N/A	25%	20%	15%	10%

Indiana currently has no baseline data for teacher and leader effectiveness. IDOE will recalibrate these annual targets once baselines are established. With time, an increasing percentage of teachers and principals in high needs schools will achieve the gains that the most effective teachers and principals are getting now. IDOE will monitor and recalibrate targets, raising the bar as necessary.

General data to be provided at time of application:	
Total number of schools that are high-poverty, high-minority, or both (as defined in this notice).	567
Total number of schools that are low-poverty, low-minority, or both (as defined in this notice).	685
Total number of teachers in schools that are high-poverty, high-minority, or both (as defined in this notice).	18,662
Total number of teachers in schools that are low-poverty, low-minority, or both (as defined in this notice).	20,526
Total number of principals leading schools that are high-poverty, high-minority, or both (as defined in this notice).	567
Total number of principals leading schools that are low-poverty, low-minority, or both (as defined in this notice).	685
To avoid counting any school, teacher, or principal twice in this table, Indiana placed any school meeting the high-poverty or high-minority definition in the first category. For example, a high-poverty, low-minority school would appear only in the first (high) category and not in the second (low) category.	
Data to be requested of grantees in the future:	
Number of teachers and principals in schools that are high-poverty, high-minority, or both (as defined in this notice) who were evaluated as highly effective (as defined in this notice) in the prior academic year.	
Number of teachers and principals in schools that are low-poverty, low-minority, or both (as defined in this notice) who were evaluated as highly effective (as defined in this notice) in the prior academic year.	
Number of teachers and principals in schools that are high-poverty, high-minority, or both (as defined in this notice) who were evaluated as ineffective in the prior academic year.	
Number of teachers and principals in schools that are low-poverty, low-minority, or both (as defined in this notice) who were evaluated as ineffective in the prior academic year.	

Performance Measures for (D)(3)(ii) *Note: All information below is requested for Participating LEAs.*	Actual Data: Baseline (Current school year or most recent)	End of SY 2010-2011	End of SY 2011-2012	End of SY 2012-2013	End of SY 2013-2014
General goals to be provided at time of application:	**Baseline data and annual targets**				
Percentage of mathematics teachers who were evaluated as effective or better.	N/A	33%	40%	50%	66%
Percentage of science teachers who were evaluated as effective or better.	N/A	33%	40%	50%	66%
Percentage of special education teachers who were evaluated as effective or better.	N/A	33%	40%	50%	66%
Percentage of teachers in language instruction educational programs who were evaluated as effective or better.	N/A	33%	40%	50%	66%
Indiana's growth model will link teacher and student data by the 2010-11 school year. Indiana currently has no baseline data for teacher effectiveness in hard-to-staff subjects and specialty areas. IDOE will recalibrate these annual targets once baselines are established. With time, an increasing percentage of teachers in hard-to-staff subjects will achieve the gains that the most effective teachers are getting now. IDOE will monitor and recalibrate targets, raising the bar as necessary.					
General data to be provided at time of application:					
Total number of mathematics teachers.	6,167				
Total number of science teachers.	4,954				
Total number of special education teachers.	8,742				
Total number of teachers in language instruction educational programs.	383				
All numbers of teachers listed here are those who are licensed and who are also currently teaching.					
Data to be requested of grantees in the future:					
Number of mathematics teachers in participating LEAs who were evaluated as effective or better in the prior academic year.					

Number of science teachers in participating LEAs who were evaluated as effective or better in the prior academic year.	
Number of special education teachers in participating LEAs who were evaluated as effective or better in the prior academic year.	
Number of teachers in language instruction educational programs in participating LEAs who were evaluated as effective or better in the prior academic year.	

(D)(4) Improving the effectiveness of teacher and principal preparation programs *(14 points)*

The extent to which the State has a high-quality plan and ambitious yet achievable annual targets to—

(i) Link student achievement and student growth (both as defined in this notice) data to the students' teachers and principals, to link this information to the in-State programs where those teachers and principals were prepared for credentialing, and to publicly report the data for each credentialing program in the State; and

(ii) Expand preparation and credentialing options and programs that are successful at producing effective teachers and principals (both as defined in this notice).

The State shall provide its detailed plan for this criterion in the text box below. The plan should include, at a minimum, the goals, activities, timelines, and responsible parties (see Reform Plan Criteria elements in Application Instructions or Section XII, Application Requirements (e), for further detail). Any supporting evidence the State believes will be helpful to peer reviewers must be described and, where relevant, included in the Appendix. For attachments included in the Appendix, note in the narrative the location where the attachments can be found.

Recommended maximum response length: One page

(D)(4)(i) – Improving the effectiveness of teacher and principal preparation programs will require firm resolve of all stakeholders across the continuum. Many reports have highlighted the deficiencies of traditional teacher and principal preparation programs across the State, yet real change remains elusive. This challenge is further compounded when, instead of revamping their own programs, traditional programs respond to this criticism by trying to undermine alternative pathways and placements. Indiana will rise to this challenge and reform teacher and leader preparation across the State by holding programs accountable for producing

effective teachers and leaders.

In this case, the goal of accountability is greater transparency. Potential teachers should have the necessary information in order to be better consumers of educator preparation programs. All programs are not created equal, but potential teachers currently have little more than anecdotal information and overall university reputation to use as a guide. Similarly, when school leaders seek to hire new teachers, they deserve to have far richer data-based information about the schools from which they screen and interview candidates. Indiana will promote a system in which all stakeholders can make informed decisions with objective information about program quality.

IDOE will develop a rigorous, outcome-based accountability system for teacher and principal preparation programs. This system, called *Head of the Class,* will analyze cohorts of graduates from teacher and administrator preparation programs based on the effect those graduates have on student achievement and growth. *Head of the Class* will be ambitious and modeled on Louisiana's groundbreaking efforts to introduce student growth data into the evaluation of teacher education.

Indiana has worked closely with Louisiana to create a similar system that applies to both teacher and leader preparation programs. IDOE will build the data system necessary to conduct annual in-house analysis and reporting by the end of the grant period. For teacher programs, data will be broken out by each individual teacher education program (e.g. elementary, secondary English, etc.) at each IHE in Indiana. *Head of the Class* will evaluate all first- and second-year teachers from each program against all other teachers of that same subject across the State (e.g. all first and second year elementary teachers from University X will be compared to all elementary teachers in the State). These large cohorts will be used to provide a stable base of data from which to glean valid and reliable information. Each teacher education program will be judged based on whether its new teachers produce significantly less, less, equivalent, greater or significantly greater student growth results than the large cohort. Overall student achievement data will also be reported for new teachers from each teacher education program. Since each individual program will be judged in this manner, it will be possible to compare program results side-by-side to see which programs' graduates produce the highest student

achievement and largest growth in student learning. For example, student achievement and growth data for all new elementary teachers from University X will be compared to University Y's graduates' student achievement and growth data. IDOE will develop a similar set of metrics and comparisons to evaluate leadership preparation programs.

In the beginning years of *Head of the Class*, only programs with which ISTEP+ and End of Course Assessments data can be linked will be evaluated. When the State has in place reliable and valid exams in other subjects, the system will be expanded to include analysis of teacher education programs in those disciplines as well. In addition, once the common evaluation framework is in place, programs can be assessed based on the ratings their graduates obtain over their careers.

Once Indiana's teacher identifier is completely linked with the student test number (by the fall of 2010), Indiana will have all the data elements in place that are necessary to implement the teacher aspect of this system. The PSB holds the statutory power to accredit teacher education programs, so IDOE will work with the PSB, whose members are appointed by Governor Daniels and of which State Superintendent Bennett is an ex officio member, to determine an appropriate progression of consequences for programs and institutions whose graduates do not produce measurable student learning gains. IDOE will publicly report performance and data for the first two years of the system's implementation, highlighting those schools of education which have produced the most outstanding graduates. After that time, consequences will be imposed for institutions and programs whose graduates are unable to demonstrate the level of effectiveness required to progress to their initial five-year proficient practitioner's licenses. Consequences may include the loss of state accreditation if the program or school continually graduates teachers and leaders who cannot produce results. In addition to student academic achievement growth data, IDOE will also ask teacher preparation programs to report student placement information. A full timeline for the development and implementation of *Head of the Class* can be found in Appendix D-11.

(D)(4)(ii) – Indiana will support the expansion of teacher and principal preparation programs that make the greatest contribution to closing the achievement gap and raising student achievement. A secondary goal is to see ever-greater numbers of preparation

programs graduate teachers and leaders who consistently produce solid growth in student learning.

Head of the Class – Once information from the teacher and principal preparation evaluation system is available, a prospective student will be able to choose which program to attend based on which program(s) will likely make him/her the most marketable candidate: programs which produce the largest student learning gains. IDOE will ensure the data produced by the system is widely disseminated (e.g. to local media sources, human resource departments, high school counseling, guidance and career offices) to allow natural market forces to engender the expansion of effective preparation programs (and the restructuring or dismantling of ineffective ones). Disseminating data from the evaluation system will be the responsibility of IDOE, members of the State Board and PSB, and all IDOE partners. Information dissemination will begin in the fall of 2011 as soon as the first round of data is available. This will be an ongoing process, with a particular push each summer/fall when new data becomes available.

Teach For America, Indianapolis Teaching Fellows and Wilson Fellows – Indiana seeks to immediately increase the number of candidates participating in programs that are known to produce effective teachers: TFA, ITF and Wilson. See Appendix D-4 for an in-depth description of each of these programs and details about Indiana's planned expansion of TFA, ITF and Wilson. Alumni of these programs will also feed into leadership preparation programs and the multiple pathways for prospective principals highlighted in Section (D)(1)(ii).

Performance Measures	Actual Data: Baseline (Current school year or most recent)	End of SY 2010-2011	End of SY 2011-2012	End of SY 2012-2013	End of SY 2013-2014
General goals to be provided at time of application:	**Baseline data and annual targets**				
Percentage of teacher preparation programs in the State for which the public can access data on the achievement and growth (as defined in this notice) of the graduates' students.	0%	100%	100%	100%	100%

Percentage of principal preparation programs in the State for which the public can access data on the achievement and growth (as defined in this notice) of the graduates' students.	0%	100%	100%	100%	100%
Indiana Goal: Percentage of teacher and principal preparation programs whose graduates are evaluated to produce student growth, on average, that are at least equivalent to gains produced by experienced teachers.	0%	0%	30%	40%	50%

The baseline data is 0% only because the state's growth model data has not yet linked teachers to student data. It will do so by the 2010-11 school year. For Indiana's goal, *Head of the Class* will not yield data to report to the public until 2011-12.

General data to be provided at time of application:	
Total number of teacher credentialing programs in the State.	44
Total number of principal credentialing programs in the State.	12
Total number of teachers in the State.	62,516
Total number of principals in the State.	1,946

Number of teachers and number of principals are those who are licensed and are also currently teaching. There are far more teachers and principals who are licensed but not currently employed in the capacity in which they are licensed.

Data to be requested of grantees in the future:	
Number of teacher credentialing programs in the State for which the information (as described in the criterion) is publicly reported.	
Number of teachers prepared by each credentialing program in the State for which the information (as described in the criterion) is publicly reported.	
Number of principal credentialing programs in the State for which the information (as described in the criterion) is publicly reported.	
Number of principals prepared by each credentialing program in the State for which the information (as described in the criterion) is publicly reported.	
Number of teachers in the State whose data are aggregated to produce publicly available reports on the State's credentialing programs.	
Number of principals in the State whose data are aggregated to produce publicly available reports on the State's credentialing programs.	

(D)(5) Providing effective support to teachers and principals (20 points)

The extent to which the State, in collaboration with its participating LEAs (as defined in this notice), has a high-quality plan for its participating LEAs (as defined in this notice) to—

(i) Provide effective, data-informed professional development, coaching, induction, and common planning and collaboration time to teachers and principals that are, where appropriate, ongoing and job-embedded. Such support might focus on, for example, gathering, analyzing, and using data; designing instructional strategies for improvement; differentiating instruction; creating school environments supportive of data-informed decisions; designing instruction to meet the specific needs of high need students (as defined in this notice); and aligning systems and removing barriers to effective implementation of practices designed to improve student learning outcomes; and

(ii) Measure, evaluate, and continuously improve the effectiveness of those supports in order to improve student achievement (as defined in this notice).

The State shall provide its detailed plan for this criterion in the text box below. The plan should include, at a minimum, the goals, activities, timelines, and responsible parties (see Reform Plan Criteria elements in Application Instructions or Section XII, Application Requirements (e), for further detail). Any supporting evidence the State believes will be helpful to peer reviewers must be described and, where relevant, included in the Appendix. For attachments included in the Appendix, note in the narrative the location where the attachments can be found.

Recommended maximum response length: Five pages

(D)(5)(i) – As the State prepares to radically change education-as-usual, the reforms set forth in this *Fast Forward* plan will require targeted and aligned supports to equip teachers and principals with the data and information they will need to be successful. To this end, IDOE will work collaboratively with participating LEAs to implement a series of integrated initiatives grounded in several key principles. These principles take advantage of IDOE's unique assets and factor greatly in determining how the State paves the way for excellent teaching and innovative instructional leadership in school buildings and classrooms statewide.

These principles will guide IDOE's strategy and investments with regard to supporting participating LEAs in transforming the

structure of support to teachers and principals in Indiana. First, IDOE will only fund professional development that focuses on data, instruction and improving student achievement. Any training that is provided must aim for raising the bar for educator effectiveness and accelerating the rate of progress for Hoosier students. Second, IDOE will invest in programs that have proven successful in other contexts and that have a track record of effectiveness. The information and strategies provided to educators must work in the real world and not be divorced from instructional practice. Third, the State will place a premium on providing robust supports to new teachers and principals, both because they often have the greatest need and will now be held to an even higher level of scrutiny under the licensing reforms proposed in Section (D)(2). Fourth, IDOE will strongly support STEM needs. Achievement in mathematics and science is a high priority shared by both business and educator leaders in Indiana. Finally, the State will pay close attention to supports geared to helping teachers and leaders working in high-need or low-achieving schools. IDOE will be unapologetic about making sure educators on the front lines with the most vulnerable students have the support and skills they need to be successful.

Indiana's strategy for providing effective support to teachers and principals grows out of the principles outlined above and focuses on the following initiatives (listed in no particular order). Many of these initiatives reflect priorities described earlier in this section of the application. Additional details can be found in Appendix D-12.

- Common Core Standards

  Building upon the strengths and lessons of current state standards, support will focus on helping educators design research-based instruction, as measured by rigorous content and the application of knowledge through high-order skills. Ensures that teaching and learning are aligned with college and work expectations so that all Hoosier students are prepared to succeed in a global economy and society.

- Teacher and Principal Evaluation

Support will focus on the fair and rigorous evaluation of teachers and principals, with meaningful differentiation from excellent to good, good to fair, and fair to poor. Provides for the certification of Indiana educators as evaluation experts. Ensures that evaluators effectively implement the common evaluation framework and that teachers and principals have clear operational guidelines on which they can rely in the event of a challenge to individual teacher and principal evaluations.

- Science, Technology, Engineering, and Mathematics

Support will increase the breadth of and expand access to courses proven to raise teacher performance in the STEM areas. Ensures that Hoosier students are well versed in the core technological underpinnings of an advanced society.

- Project Lead the Way ("**PLTW**")

Allows educators to provide students a portal into engineering, biomechanics, aeronautics, and other applied math and science arenas. Building upon a key portion of the state's STEM agenda, support will focus on the implementation of a dynamic program with real-world learning and hands-on experience.

- School Turnaround Models

Support will enable teachers and principals to effectively implement research-based school reform models. Encourages educators to focus on all aspects of a school's operations, especially academics and culture, when making improvements. Provides effective methods and strategies for teaching, learning, and school management.

- *Governor's Teaching Corps of Excellence*

Support will focus on building a strong network of great teachers in high needs schools. Ensures that members of the

Governor's Teaching Corps leverage the talents of one another to drive quick and significant academic improvements.

- *Lead Indiana*

  Ensures that *Lead Indiana* principals create data-powered school environments designed to dramatically raise student achievement. Analogous to the *Governor's Teaching Corps*, support for *Lead Indiana* principals will focus on sharing best practices and providing ongoing technical assistance.

- Common Planning Time ("**CPT**")

  Support will focus on the effective use of collaboration time and developing professional learning communities. By design, CPT is an ongoing and job-embedded support. Allows educators to be active in their own professional development and acts as a vehicle for the collaborative development of lesson plans, sharing best practices, differentiating instruction, and using data to drive decisions.

- Teacher Advancement Program ("**TAP**")

  Support will enable teachers and principals to implement the TAP system. Develops teachers through multiple career paths and other elements that seek to professionalize the education field. Provides schools with a system and structure for performance-based compensation.

- The New Teacher Center ("**NTC**")

  Provides individualized support to beginning educators and accelerates the effectiveness of teachers and leaders. Support will increase the retention of effective educators new to the profession and foster effective training and support networks. Targets

dollars for teacher induction, especially those in high-need or low-achieving schools.

These initiatives will jumpstart and accelerate the support to teachers and leaders, fueling a cycle of continuous improvement in classrooms and schools across the state. By only funding professional development that is focused on data and student achievement and holding a high bar for quality, IDOE's strategy couples best-in-class programs with new and innovative approaches, leveraging both to support Participating LEAs in providing teachers and leaders with the right tools in the right way.

Consistent with the fundamental tenets outlined in the opening of this application, Indiana's approach to providing effective support dispels the notion that what is required is simply "more" professional development. Rather, Indiana's strategy for supporting educators is different in its unabashed adherence to core principles focused on clear outcomes and goals. Simply put, Indiana is ready to do what works when it comes to ensuring that the state's teachers and leaders are well supported and prepared to deliver high quality instruction.

(D)(5)(ii) – IDOE will collaborate with participating LEAs to measure, evaluate, and continuously improve the effectiveness of the initiatives outlined in Section (D)(5)(i). Ultimately, the real measure of effectiveness will be what participants learn and their efficacy in implementation. As such, a variety of tools will be used to determine what participants know prior to any training and what they know and can do when they exit. These tools will focus on performance tasks such as pre- and post-assessments, goal setting components, and collaboration protocols, as well as clear training objectives, deliverables, and follow-up actions. Realizing significant results from professional development will always depend on complex interrelated factors, though the key metric must be the consistent improvement of student achievement as measured by student growth. Since Indiana will invest RttT funding in these programs, more information on IDOE's plan for analyzing the effectiveness of educator supports can be found in Appendix D-13.

Performance Measures Performance measures for this criterion are optional. If the State wishes to include performance measures, please enter them as rows in this table and, for each measure, provide annual targets in the columns provided.	Actual Data: Baseline (Current school year or most recent)	End of SY 2010-2011	End of SY 2011-2012	End of SY 2012-2013	End of SY 2013-2014
New Teacher Center – Beginning teacher retention rate.	N/A	70%	75%	80%	85%
New Teacher Center – Teachers who are rated effective or better, based in part on ISTEP+ results.	N/A	35%	45%	55%	70%
TAP – TAP teachers who are rated effective or better, based in part on ISTEP+ results.	N/A	35%	45%	55%	70%
Governor's Teaching Corps – Percentage of corps members who are highly effective or effective.	N/A	100%	100%	100%	100%
Lead Indiana – Percentage of principals who are highly effective or effective.	N/A	100%	100%	100%	100%
Professional Development for use of common teacher and principal evaluation framework- percent of administrators and teacher leaders who successfully complete the training and become certified evaluation experts (expert status will not be available until 2011-12).	N/A	0%	50%	60%	70%

(E) Turning Around the Lowest-Achieving Schools *(50 total points)*

State Reform Conditions Criteria

(E)(1) Intervening in the lowest-achieving schools and LEAs (10 points)

The extent to which the State has the legal, statutory, or regulatory authority to intervene directly in the State's persistently lowest-

(E)(1) – Under Indiana law, the State has the authority to intervene directly in schools. Indiana's school accountability program, as established in IC 20-31-9 and administrative rule promulgated by the State Board, places each school into one of five categories of school improvement and performance. The categories are based on the performance of all students and the improvement in performance of a non-mobile cohort group of students. The categories currently have titles, but in an effort to make the system more transparent and meaningful, the State Board voted on December 2, 2009 to begin the rulemaking process to assign letter grades (A, B, C, D and F) to schools.

The first limited state intervention occurs in the fourth year that a school is placed in the lowest category. The State assigns an expert team to the school, which assists the school in revising the school improvement plan and recommends changes in the school that will promote improvement, including the reallocation of resources, removal or reassignment of school personnel, and provision of professional development specific to the school's individual needs.

In November 2009, IDOE assigned expert teams to 23 schools in the lowest school improvement and performance category. The criteria used to inform judgments were based on the Mass Insight Readiness Model. Following each review, the lead reviewer worked with each principal and school leadership team to prepare a strategic, focused action plan and to identify critical next steps

based on the outcomes of the review. The process will culminate in a Memorandum of Understanding ("**MOU**") between each school district and the State, setting forth a clear course of action. The review process alone has produced results. In advance of the MOU phase, Fort Wayne Community Schools ("**FWCS**") already has made sweeping changes to remove personnel and implement aggressive turnaround plans for the two high schools reviewed by the team. A local newspaper article describing FWCS's actions is attached in Appendix E-1.

If a school remains in the lowest category after two additional years, the State Board has broad authority to intervene following a public hearing. The first opportunity for schools to be subject to this provision is in 2011. Assuming one or more of the 23 schools currently in year four remain in the lowest category through 2011, under Indiana law the State Board may (1) merge the school with a nearby school that is in a higher category, (2) assign a special management team to operate all or part of the school; (3) revise the school's strategic and continuous school improvement and achievement plan; or (4) take other actions based on IDOE's recommendations or proposals from the public hearing.

If the State Board, appointed by Governor Daniels and chaired by Superintendent Bennett, determines intervention will improve the school, it will implement at least one of the options. The options are not limited and include reopening the school as a charter school and/or expanding the management authority. The State Board has signed a letter of support for this *Fast Forward* plan and, in discussion, has shown a willingness to intervene directly in schools if necessary. The State Board will exercise the full scope of its authority and act with the sense of urgency needed to dramatically improve educational effectiveness in these schools.

School accountability is also tied to school accreditation and reaches to school districts. If a school is placed in either of the lower two categories of school improvement and performance, a student may transfer to another school district. When sanctions are imposed on a school, the school district is placed on probation. If the district does not move the school out of the lowest school improvement and performance category and into one of the top three school improvement and performance categories within one

year, IDOE must submit to the Indiana General Assembly recommendations concerning the operation and administration of the school district and the schools within the school district. In 88 of Indiana's 92 counties, the State Superintendent may propose further school reorganization (i.e. consolidation or boundary changes) if such is necessary to improve educational opportunities for students in the county. The State Superintendent's proposed reorganization plan is submitted to the State Board for approval and to the voters of the proposed new school district(s) for adoption.

Reform Plan Criteria

(E)(2) Turning around the lowest-achieving schools (40 points)

The extent to which the State has a high-quality plan and ambitious yet achievable annual targets to—

(i) Identify the persistently lowest-achieving schools (as defined in this notice) and, at its discretion, any non-Title I eligible secondary schools that would be considered persistently lowest-achieving schools (as defined in this notice) if they were eligible to receive Title I funds; and (5 points)

(ii) Support its LEAs in turning around these schools by implementing one of the four school intervention models (as described in Appendix C): turnaround model, restart model, school closure, or transformation model (provided that an LEA with more than nine persistently lowest-achieving schools may not use the transformation model for more than 50 percent of its schools). (35 points)

The State shall provide its detailed plan for this criterion in the text box below. The plan should include, at a minimum, the goals, activities, timelines, and responsible parties (see Reform Plan Criteria elements in Application Instructions or Section XII, Application Requirements (e), for further detail). In the text box below, the State shall describe its current status in meeting the criterion. The narrative or attachments shall also include, at a minimum, the evidence listed below, and how each piece of evidence demonstrates the State's success in meeting the criterion. The narrative and attachments may also include any additional information the State believes will be helpful to peer reviewers. For attachments included in the Appendix, note in the narrative the location where the attachments can be found.

Evidence for (E)(2) (please fill in table below):
* *The State's historic performance on school turnaround, as evidenced by the total number of persistently lowest-achieving*

schools (as defined in this notice) that States or LEAs attempted to turn around in the last five years, the approach used, and the results and lessons learned to date.

Recommended maximum response length: Eight pages

(E)(2)(i) – As a cornerstone of the State's reform efforts, IDOE will meet the challenge of diagnosing failing schools by developing a transparent system to identify and differentiate among the State's persistent low-achievers (for a summary of the goals, activities, timelines and responsible parties in table form, see Appendix E-2, Goal 1). This means looking at two key indicators of school performance: student achievement and student growth. Notably, Indiana is one of only a few states currently prepared to implement a growth model as part of a comprehensive strategy for responding to the needs of the State's lowest-achieving schools.

There is a profound urgency to attack this particular reform area. Intervening in the lowest-achieving schools may be the most important task IDOE will assume over the next several years. The numbers here are stark. Nearly 100 Indiana schools, representing 50,000 students, have not made federal adequate yearly progress for six consecutive years. IDOE will install and enforce strong and clear processes for sanctioned interventions, including the identification of the appropriate turnaround model for each situation.

Struggling schools will be identified based upon performance and improvement. High schools will also be evaluated based on graduation rates. Indiana will also include a measurement of the learning gains of the lowest 25% of students at every school. Prioritizing the lowest 25% reflects Indiana's commitment to the success of every student, especially at schools with a history of failure. The success of the lowest performing 25% of students will have a significant impact on closing the achievement gap.

(E)(2)(ii) – **Overview of Approach.** Indiana has made significant strides in recent years to revive the State's lowest-achieving schools, but the State needs to dramatically change its role to produce significant, lasting gains. Too often, previous attempts have suffered from diffusion of resources and lack of political courage. IDOE is committed to a bold strategy to turn this tide, by concentrating resources on turning around chronic low-performers and building a wider system of powerful incentives and valuable

supports for schools before they require dramatic intervention. State leaders have learned through past experience that incremental change strategies do not consistently lead to effective change within persistently failing schools. *Fast Forward* will build upon this experience to scale up best practices for school turnaround in an effort to produce genuine, enduring reform and significantly raise student achievement in a very short timeframe.

Indiana's approach will encompass two core strategies. First, IDOE will catalyze intensive interventions in a subset of the State's lowest-achieving schools by intervening directly and creating an unprecedented set of conditions in which dramatic change can happen. Through a nationally unique partnership, the State will contract with carefully selected, high-capacity turnaround partners which will assume responsibility and gain wide authority for implementing and overseeing restarts and turnarounds in eligible schools.

Second, to prevent schools from requiring this type of intervention, Indiana will provide strong incentives and targeted assistance to schools on track for State intervention in future years. IDOE will set clear benchmarks for necessary improvement, dispatch highly capable advisors to assist schools, and enter into rigorous memoranda of understanding with local school districts to ensure commitment to rapid improvement. If these approaches fall short, the State, through the power vested in the State Board, will intervene directly in schools and catalyze dramatic change via the turnaround management organizations.

Current Status in Assisting Districts and Low-Achieving Schools. Indiana has laid the groundwork to make both of these approaches successful through several recent initiatives designed to build capacity among State leaders, LEAs and educators and create conditions conducive to reform. Current efforts led by IDOE include the following:

- Extensive State planning around a comprehensive turnaround approach for struggling schools;
- Technical assistance for struggling schools to undertake comprehensive improvement planning;
- Pursuing charter-like freedom for a much larger subset of schools, and successfully advocating against a charter cap in
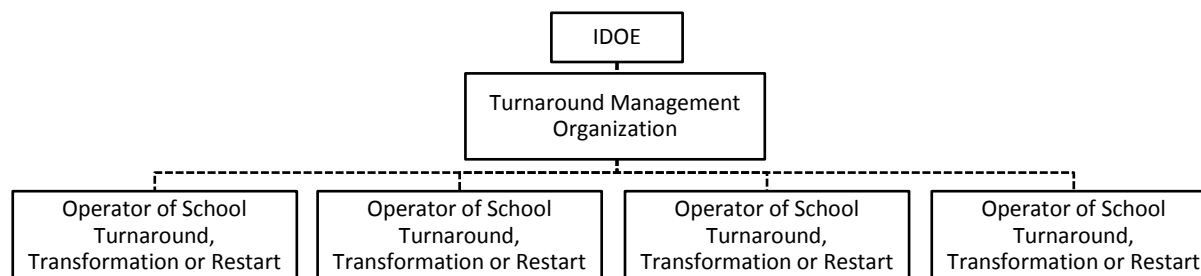
Indiana; and

- Recruiting external partners to design a Turnaround Leaders Academy, to develop a pipeline of transformational leadership.

Each of these efforts promises to provide significantly better assistance to Indiana's schools and LEAs in dramatically improving student performance. Alone, however, they will be insufficient to address the significant challenges and capacity shortages that have pervaded Indiana's education sector for decades. This is why current Indiana leadership is committed to a bold two-pronged approach to drive successful and dramatic change efforts when schools fail to improve while preventing persistent underperformance before it happens.

Use a Nationally-Unique Turnaround Management Organization Model to Create the Conditions for Success in the Lowest Achieving Schools: Summary of Approach. Twenty-three Indiana schools are currently on track to meet eligibility criteria for direct State takeover in 2011-12. Even with the preventative assistance described later in this subsection, more schools are likely to fall into this category in future years. To support the dramatic improvement of these lowest-achieving schools, IDOE will create a competitive marketplace to spur innovation and increase accountability by contracting with external turnaround management organizations ("**TMOs**") to assume responsibility for implementing and overseeing turnarounds and restarts in eligible schools. IDOE will oversee the incubation, selection, support, and assignment of TMOs and hold them accountable for the success of the schools assigned to them. The TMOs will, in turn, contract with carefully selected school operators or leaders to carry out dramatic restarts and turnarounds. Figure 1 illustrates the lines of accountability for improvement in identified schools. The following sections and Appendix E-2, Goal 2 outline the key activities, timelines and parties involved in this approach.

Figure 1

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                          │   IDOE   │
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                   │ Turnaround Management │
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│ Transformation│ │ Transformation│ │ Transformation│ │ Transformation│
│ or Restart    │ │ or Restart    │ │ or Restart    │ │ or Restart    │
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As a preliminary step to support TMOs, IDOE will design and conduct an evaluation to identify any schools in the State's lowest performance category for which closure is the most appropriate intervention option, because of the severity of failure and the availability of other high-performing options nearby. Beginning in 2010, IDOE will work on an annual basis with districts to minimize the negative impact of school closures and with students to secure placements in higher-performing nearby schools (see new schools strategy, below). In 2010 and on an annual basis thereafter, IDOE will also release a list of the State's lowest-performing schools; these schools will implement the turnaround or restart improvement option under a TMO beginning in 2011.

In mid-2010, IDOE will issue a request for proposals ("**RFP**") for non-profit and for-profit organizations interested in and capable of serving in a TMO role. The primary recruitment strategy will involve a clear communication of the State's approach, which empowers school operators and TMOs with the types of autonomy (e.g. autonomy over staffing, curricula, scheduling and budgeting) that research and experience suggest the most capable providers require. The RFP will follow a rigorous process to evaluate applicants' results serving in a capacity similar or analogous to the role of TMO, and the applicants' interest and capacity

to serve various types (i.e., rural, urban, upper or lower grades) of eligible schools. Evaluation of RFP responses will be based on clear and rigorous criteria and carried out by qualified IDOE and external reviewers. IDOE will select only a number of TMOs that meet selection criteria; the ideal number will (a) enable each partner to achieve a scale that makes the role attractive to highly motivated, talented teams; (b) provide an economically viable arrangement for the State and each TMO; (c) encourage healthy competition among partners; (d) cover all of the State's current and projected lowest achieving schools; and (e) give the State options going forward for expanding or contracting partners' reach.

IDOE's contract with each TMO will be performance-based. The terms of the contract will protect the TMO's autonomy from traditional state and local regulations and agreements such as those governing school staffing, curricula, instructional approach, scheduling and budgeting. Contracts will provide that each partner receives full per-pupil funding for schools it agrees to manage.

Through the RFP and contracting process, IDOE will also negotiate the scope of the TMO's responsibility and expectations for the number, type and geographic location of schools the organization will oversee each year. The contract will require TMOs to gather and report to IDOE results data as well as information about "leading indicators" of success and failure. Further, each TMO will be required to act swiftly when leading indicators suggest school turnarounds or restarts are not on pace to succeed. In turn, IDOE will act swiftly to change course if a TMO's overall leading indicators suggest it is not on pace to succeed.

To attract the most capable partners, IDOE will make a pool of start-up funding available to selected partners in order to support the initial planning and development. These dollars will be loaned to each TMO at the outset of the contract and a proportionate amount will be forgivable in each subsequent year based on performance. Additionally, as part of the performance-based focus of the contracts with TMOs, IDOE will ask applicants to indicate what portion of total funding they are willing to put "at risk," for the State to reserve and distribute only if the partner meets agreed-upon performance criteria each year. This will not be a selection criterion in the RFP process, but it will help ensure contracts stay performance-focused and reward partners (and accordingly, the

schools they oversee) that dramatically improve student learning.

IDOE will ensure that any school which successfully exits probationary status while under oversight by the TMOs is eligible to apply for a transfer of its contracts to the district, TMO, or charter authorizer of its choice, rather than simply returning back to its original district. By facilitating applications by eligible schools to multiple oversight entities, the State will provide both schools and oversight entities choices in their governance arrangements and will encourage competition among districts, TMOs, and charter authorizers to provide schools with the most autonomy and highest level of support. This system will give schools a better chance for success long-term.

Under its contract with IDOE, each TMO will enter into an agreement with each school it oversees (whether by contract, charter or direct operation) to carry out the turnaround or restart. While several high-potential organizations and talented entrepreneurs exist to take on school operations in this way, IDOE leaders realize demand is likely to outstrip supply. Through a partnership (described in more detail in Appendix E-4) with The Mind Trust, an Indianapolis-based non-profit organization dedicated to supporting entrepreneurial ventures in education, IDOE will support the incubation of high-quality new providers that can restart in previously failing Indiana schools and open high-quality new schools to provide alternative options for students. IDOE is interested in several promising models including New Tech High School, Early College High School, Asia Society, International Baccalaureate, and Diploma Plus, as well as replication or development of new highly successful models. See Appendix E-5 for more detailed information on these models.

IDOE will soon issue an RFP for external providers of a Turnaround Leaders Academy to train and build the pipeline of leaders prepared to lead dramatic school change. The RFP will follow a competitive process by which qualified IDOE and external reviewers evaluate applicants' past results and future capacity to operate a competitive application process and rigorous and relevant training program for principals in Indiana's turnaround schools.

Through targeted recruitment, training and placement, IDOE's partnership with the selected provider will help ensure that principals – whether they come from within or outside K-12 education – are prepared to lead in the turnaround environment, are familiar with the school and community where they will be working, and have ample time (up to a year) to develop a turnaround plan. The first cohort of principals will begin training in 2010 in preparation to lead the first group of schools eligible for direct State intervention in 2011-12.

As part of the RFP and contract negotiation process, IDOE will require each TMO to propose and establish a community engagement strategy to build support for dramatic change in the schools it oversees. Experience in prior turnaround efforts suggests a school will have a better chance of success when parents and other community stakeholders are active participants in school change.

Indiana is committed to an ambitious research and development agenda to help the State and its future partners learn from initial turnaround efforts. IDOE will support ongoing data collection from all schools that receive technical assistance and that are overseen by TMOs to enable analysis of trends and indicators of success. In the fall of 2010, IDOE will enlist a qualified, independent partner to serve as the evaluator of the State's overall turnaround strategy and interventions in individual schools. This provider will develop a framework for assessing the State's success and will have access to relevant school, district, TMO and State data to investigate lessons learned and inform changes to systems and processes in future years.

Providing Incentives and Support for Schools at Risk of Takeover: Summary of Approach. Applying the metrics outlined above to examine student and school performance, it is clear that while only a relatively small number of schools are in the State's lowest school performance category, a much larger group are currently on track for State takeover if results do not improve in two to three years. The second prong of Indiana's approach to underperforming schools, therefore, will preempt sustained failure by providing incentives and targeted assistance in these schools to turn around performance before the schools are required to implement more dramatic interventions. The key activities, timelines and parties involved in this approach are described in more

detail below and summarized in Appendix E-2, Goal 3.

Based on the school quality reviews and other data described in Section (E)(1), Indiana will enter into rigorous MOUs to ensure key district decision-makers understand the urgency of fostering rapid improvement in identified schools and are committed to taking all necessary steps to avoid takeover by the State, such as hiring highly capable school leaders or operators and giving them wide authority over school staff, budgets, and time. IDOE will initiate the first of these MOUs in February of 2010 and enter into additional agreements with districts annually.

IDOE will design and implement a program to recognize principals who achieve breakthrough improvements in low-performing schools and provide stipends for their participation in or leadership of technical assistance reviews in other struggling schools. IDOE staff will design the program early in 2010 so the first awards and stipends can be distributed in summer 2010 and recognized principals can begin participating in the technical assistance reviews at the start of the 2010-11 school year.

In partnership with community organizations around the State, IDOE will provide schools intensive assistance and comprehensive improvement planning (including goal-setting and identifying achievement benchmarks) to assist in developing a plan for course correction. On an ongoing basis throughout the year, IDOE will monitor schools' progress toward achieving benchmarks and provide feedback about whether they are on track to meet goals by specified timelines. This assistance has already been under way in some Indiana schools in 2009 and will continue on an annual basis for the foreseeable future.

By September of 2010, IDOE will establish systems to connect educators in struggling schools with their colleagues in high performing schools with similar challenges and student populations. Through venues (such as meetings and online forums) and resources (including funding for release time) provided by IDOE, school leaders and teachers will be able to engage in networks that stimulate significant improvement in struggling schools without requiring direct State involvement.

Key Activities, Timeline, and Responsible Parties

February 2010:   IDOE issues RFP for Turnaround Leaders Academy

Feb - Mar 2010:   IDOE and school districts execute MOUs

June 2010:   IDOE issues RFP for TMOs

June 2010:   State Board adopts school accountability program revisions (letter grades)

July 2010:   IDOE establishes Exemplary Leaders Program

Sep 2010:   The Mind Trust begins charter school incubation

Sep 2010:   IDOE establishes turnaround networks

July - Aug 2011:   State Board determines intervention for schools in the sixth consecutive year of failure

Approach Used	# of Schools Since SY2004-05	Results and Lessons Learned
Turnaround	4	LEAs reported greater success when at least 50% of the staff were screened and rehired.
Restart	0	N/A
School Closure	7	Results were mixed, as displaced students were not always sent to higher performing schools.
Transformation	8	Schools have not consistently made AYP. LEAs report that efforts to date have not been sufficiently rigorous or comprehensive.

Performance Measures	Actual Data: Baseline (Current school year or most recent)	End of SY 2010-2011	End of SY 2011-2012	End of SY 2012-2013	End of SY 2013-2014
The number of schools for which one of the four school intervention models (described in Appendix C) will be initiated each year.	0	23	16	20	21

Projected numbers are based on schools that have spent consecutive years in the lowest designation of Indiana's state accountability system. No schools will be eligible for State intervention and implementation of one of the four models until 2010-11.

(F) General *(55 total points)*

State Reform Conditions Criteria

(F)(1) Making education funding a priority *(10 points)*

The extent to which—

(i) The percentage of the total revenues available to the State (as defined in this notice) that were used to support elementary, secondary, and public higher education for FY 2009 was greater than or equal to the percentage of the total revenues available to the State (as defined in this notice) that were used to support elementary, secondary, and public higher education for FY 2008; and

(ii) The State's policies lead to equitable funding (a) between high-need LEAs (as defined in this notice) and other LEAs, and (b) within LEAs, between high-poverty schools (as defined in this notice) and other schools.

In the text box below, the State shall describe its current status in meeting the criterion. The narrative or attachments shall also include, at a minimum, the evidence listed below, and how each piece of evidence demonstrates the State's success in meeting the criterion. The narrative and attachments may also include any additional information the State believes will be helpful to peer

(F)(1)(i) – Indiana has continuously demonstrated exceptionally strong support for elementary, secondary and public higher education through its state budget. Even more impressive, when recent economic pressures led many states to hold the line or even cut funding for education, Indiana's judicious management of finances allowed the State to increase K-12 funding in 2009. As illustrated in the table below, despite a shrinking overall budget, Indiana's elected leaders have determined that cutting funding for public education should, and will, be a last resort.

	FY2008	FY2009
Total General Fund Revenues	$13.203 billion	$13.052 billion
% of State's General Fund Budget for K-12 and Higher Education	44.56%	52.38%
K-12 Education General Fund Appropriations	$4.198 billion	$5.074 billion
% of State's General Fund Budget for K-12 Education	31.80%	38.88%

Higher Education General Fund Appropriations	$1.685 billion	$1.761 billion
% of State's General Fund Budget for Higher Education	12.77%	13.50%

These figures exclude all federal funds, including federal stimulus funds under the ARRA, and reflect only the State of Indiana's general fund commitment to K-12 education and higher education in FY2008 and FY2009.

(F)(1)(ii) – Indiana's per student foundation-based school funding formula ensures equitable funding between high-need school districts and other districts, as well as within school districts, between high-poverty schools and other schools. The foundation amount is increased on a district basis via a complexity index which is based on the number of students receiving free or reduced price lunches. This complexity index is different for each one of the more than 300 school districts in Indiana and can range from 1.02 to 1.85. This amount per student is then multiplied by the adjusted student count for each school district. A district with a high complexity index receives more dollars per child than a district with a lower complexity index, in recognition of the additional resources required to provide adequate resources for these students.

The foundation was set at $4,790 per student in CY 2008 and $4,825 per student in CY 2009. The average funding per student in Indiana is $6,581, with a range from $5,354 to $13,821 depending upon the school district's complexity index. In short, the complexity index is Indiana's mechanism for recognizing that high-need and high-poverty schools have greater needs and, therefore, receive greater funding on a per student basis. In Indiana, school districts are free to divide state funds among their schools as they see fit. There is no current provision for the State to intercede in that distribution.

(F)(2) Ensuring successful conditions for high-performing charter schools and other innovative schools *(40 points)*

The extent to which—

(i) The State has a charter school law that does not prohibit or effectively inhibit increasing the number of high-performing charter schools (as defined in this notice) in the State, measured (as set forth in Appendix B) by the percentage of total schools in the State that are allowed to be charter schools or otherwise restrict student enrollment in charter schools;

(ii) The State has laws, statutes, regulations, or guidelines regarding how charter school authorizers approve, monitor, hold accountable, reauthorize, and close charter schools; in particular, whether authorizers require that student achievement (as defined in this notice) be one significant factor, among others, in authorization or renewal; encourage charter schools that serve student populations that are similar to local district student populations, especially relative to high-need students (as defined in this notice); and have closed or not renewed ineffective charter schools;

(iii) The State's charter schools receive (as set forth in Appendix B) equitable funding compared to traditional public schools, and a commensurate share of local, State, and Federal revenues;

(iv) The State provides charter schools with funding for facilities (for leasing facilities, purchasing facilities, or making tenant improvements), assistance with facilities acquisition, access to public facilities, the ability to share in bonds and mill levies, or other supports; and the extent to which the State does not impose any facility-related requirements on charter schools that are stricter than those applied to traditional public schools; and

(v) The State enables LEAs to operate innovative, autonomous public schools (as defined in this notice) other than charter schools.

In the text box below, the State shall describe its current status in meeting the criterion. The narrative or attachments shall also include, at a minimum, the evidence listed below, and how each piece of evidence demonstrates the State's success in meeting the criterion. The narrative and attachments may also include any additional information the State believes will be helpful to peer reviewers. For attachments included in the Appendix, note in the narrative the location where the attachments can be found.

Evidence for (F)(2)(i):
  - *A description of the State's applicable laws, statutes, regulations, or other relevant legal documents.*
  - *The number of charter schools allowed under State law and the percentage this represents of the total number of schools in*

(F)(2)(i) – Through law and policy, Indiana has taken deliberate steps to ensure successful conditions for high-performing charter schools and other innovative schools. State law does not in any way restrict the number of charter schools which may be approved or opened, the number of students who may be enrolled in charter schools, or the amount of funding charter schools may receive.

Indiana's legislature has not imposed overall caps on charter schools. Technically, Indiana may have as many, or even more, charter schools as traditional public schools. The number of charter schools in Indiana is expanding, and innovative options for Indiana's student population are continually increasing. Furthermore, public policy in Indiana continues to evolve with regard to charters, as demonstrated by the passage of the biennial budget in June 2009 which allowed and funded virtual charter schools for the first time. While virtual charter schools are currently in the pilot stage and serving a limited number of students over the next two years, the language of the law (IC 20-24-7-13) points toward a long-term future for virtual schools in Indiana by directing IDOE to adopt rules for the operation of virtual charter schools.

At present, there are 53 charter schools offering alternatives to parents and students in 21 cities across the state, and nine more are scheduled to open for the 2010-11 school year. Indiana's charter school law only provides for two types of charter schools: traditional and conversion. At present, Indiana has only one conversion charter school; the rest are traditional start-up charters. Many of Indiana's charter schools are located in urban centers in central and northwest Indiana, in and around Indianapolis and Gary. But Indiana is proud to also have charter schools in all regions of the state, as well as in rural and suburban settings. While each school offers a unique educational model, the common thread connecting Indiana's charter schools is high expectation for students, teachers and leaders.

Notably, Indiana received a "B" on the *2010 Charter School Law Rankings and Scorecard* published by the Center for Education Reform.

(F)(2)(ii) – Charter Approval: Indiana has solid state law, located at IC 20-24, regarding how charter school authorizers approve, monitor, hold accountable, reauthorize, and close charter schools; the law is buoyed by strong authorizers and the transparency of Indiana's approval and accountability processes. The following table provides an overview of the total number of charter school applications, approvals, denials, and closures during each of the last five years. For a more detailed listing (including the reasons

for denials and closures), see Appendix F-1.

Year	Total Apps	Approved	Denied	Reason(s) for Denial	Closed/Not Reauthorized	Reason(s) Closed/Not Reauthorized
2005	18	7	11	See Appendix F-1 for details	1 (closed)	Financial, academic, governance and enrollment issues
2006	35	10	25		0	N/A
2007	13	3	10		0	N/A
2008	18	7	11		0	N/A
2009	27	5 (+5 pending)	17		0	N/A
TOTAL:	**111**	**32 (+5 pending)**	**74**		**1**	

Indiana's charter school law provides for multiple authorizers, and Indiana is the only state that provides chartering authority to the mayor of a city. In addition, all public, four-year, baccalaureate-granting universities have the authority to become authorizers, as do the state's nearly 300 school districts.

The state charter school law provides that the submission of a proposal to an authorizer is the first step in the chartering process. Pursuant to IC 20-24-3-4, the proposal must include information such as the potential charter school's governance and management structure, educational mission and goals, curriculum and instructional methods, methods of student assessment, admissions policy, and discipline program, as well as personnel, transportation, budget and financial plans.

Both major sponsors in Indiana, the Indianapolis Mayor's Office and Ball State University, have created guidelines enhancing the proposal submission process. The application processes are not identical, but both processes were created to ensure the creation of high quality charter school options for Indiana's students and parents. For additional details on the nationally-recognized charter proposal submission processes of the Indiana Mayor's Office and Ball State University, see Appendix F-2.

While the demand for charters is strong in many communities across Indiana, only one of the State's two active authorizers is able

to authorize schools statewide. Therefore, IDOE will seek designation as a charter school authorizer and aims to set up the authorizing process and begin inviting applications by July 2012.

As mentioned in Section (F)(2)(i), State Superintendent Bennett already has authorizer experience by way of Indiana's virtual charter school. Analysis of options led IDOE to choose as the operator of the first virtual charter Hoosier Academy, a school with a current charter through Ball State. When it was selected, the school was already operating as a hybrid virtual school, with nearly half of its educational program being offered online. In the coming months, IDOE will evaluate options for additional virtual schools based on the same data and information sets required by state law. Because IDOE is not limited in the number of operators it selects, Hoosier Academy will be invited to re-apply, and IDOE will consider other providers as well.

Additionally, IDOE will set aside $2 million of RttT funding to incent up to two state universities with the greatest potential to become high-quality statewide authorizers to enter the world of charter sponsorship. Details of Indiana's plan to incent new authorizers can be found in Appendix F-3. In addition, Indiana will set aside up to $1 million for use in assisting authorizers in improving authorization and accountability practices.

Monitoring and Accountability: Regardless of the proposal approval process, a final charter must also contain specific components. The manner in which the charter school will be held accountable for academic performance is part of the written charter agreement. Pursuant to IC 20-24-4-1, the agreement must set forth the methods the authorizer will use to hold its schools accountable for achieving the educational mission and goals of the charter school. The agreement must address how the school will demonstrate evidence of improvement in assessment results (including ISTEP+), attendance rates, and for high schools, graduation rates, increased numbers of Core 40 and academic honors diplomas. The agreement must also establish how each school will show evidence of progress toward reaching the goals set by the organizer in its application. A more in-depth discussion of Indiana's charter school accountability policies can be found in Appendix F-4.

Charter Revocation: As described in Section (F)(2)(ii) above, one charter school has been closed in Indiana in the past five years, and no charter school has been denied charter reauthorization (though one was offered a limited extension rather than a full reauthorization). But Indiana charter school authorizers have shown they are willing to revoke charters when necessary. For example, Urban Brightest Community Academy opened for the 2003-04 school year. The school's charter was revoked by Ball State University after one year for academic and operational violations of the charter agreement. The Indianapolis Mayor's Office revoked the Flanner House Higher Learning Center's charter after two years of operation for reasons related to a poor academic record and the school's operations. And in 2009, the Mayor's Office issued a limited extension (rather than a full renewal) to Fall Creek Academy. That extension included specific performance parameters that must be met before the school can reapply for a full renewal. And finally, the charter of the Gary Math and Science Academy was revoked for operational deficiencies prior to the school opening to students for the first time.

The small number of charter school closures is not reflective of charter school accountability in Indiana. Authorizers have repeatedly demonstrated creativity and innovation in their accountability processes. Authorizers have chosen to amend the structure of a school, recognizing a school's strengths and eliminating its weaknesses by shrinking the grade levels served. Authorizers have also extended the charters of struggling charter schools for one-year probationary terms. While efforts have certainly been made to hold charter schools accountable for student results, Indiana, like many other states, still needs to make improvements concerning charter school accountability vis-à-vis revocation.

Authorizer Accountability: To ensure that the State serves as a backstop of accountability as set forth in Section (A)(1)(i), IDOE will seek to incorporate new accountability provisions into the state charter school law. The proposed new provisions will ask the State Board to closely examine authorizers that have school(s) at the "takeover" stage under P.L. 221. Traditional public schools that reach a sixth consecutive year in the state's lowest academic performance category, as explained in Section (E)(1), are eligible

for State takeover. If a charter school reaches that mark, and the authorizer fails to take action to close or radically intervene in the school to the State Board's satisfaction, the State Board would have the power to revoke a sponsor's chartering authority. Revocation of chartering authority may also take place if a charter violates the health and safety standards for schools set by the State. The State Board will hold a hearing to determine whether revocation is appropriate, or whether other, less severe sanctions should be imposed. If an authorizer's power is revoked, the State Board would place all schools previously chartered by that authorizer under IDOE's chartering authority.

(F)(2)(iii) – For purposes of state tuition support, IC 20-43-1-23 defines a school district to include a charter school. The Indiana charter school law (IC 20-24-7-2) is clear that charter schools must receive state tuition support in the same manner as traditional school districts. When authorizers approve new charter schools, IDOE works to ensure the new schools receive their commensurate share of federal funds for special education, Title I, Title III, and other key federally-funded program areas. The following section details how charter schools are specifically included in the funding distributions of key programs.

Charter School Program ("**CSP**") Grant: IDOE administers the CSP grant to help offset initial start-up costs for planning, program design and evaluation, and implementation expenses of new charter schools. The availability of CSP funds to charter schools helps maintain funding equity for charter schools by freeing up state tuition support funds for operational and other expenses. IDOE is currently in its third three-year grant and plans to apply for additional funding when the current grant expires in July 2010. Since the inception of the program in 2002, over $26.2 million has been distributed or obligated to new charter schools.

Charter School Advancement Account: A new or expanding charter school is eligible to apply for an advancement loan from the Indiana Common School Fund's Charter School Advancement Account. These loans are offered to cover operating costs of charter schools that are opening to students for the first time or that are significantly expanding, and they are critical to the long-term financial stability of these schools. Interest rates on these loans may not exceed 4%. Indiana will change from calendar year tuition

support payments to a school year system effective July 1, 2011, making the loan provisions unnecessary. State tuition support will flow at the beginning of the school year.

Charters receive commensurate share of federal funds, including special education, Title I, and Title III funding, in addition to other federal grants available to all schools. Further information about these can be found in Appendix F-5.

Other State Funds: The General Assembly has enacted laws to ensure that charter schools receive the same funding as traditional public schools for Advanced Placement testing fees, professional development, remediation, alternative education, technology, and textbook reimbursement.

Per Pupil Funding:

Average Tuition Support per student for Charter Schools $6,989.69

Average Tuition Support per student for School Districts $5,744.41

(F)(2)(iv) – IDOE has made considerable progress in assisting charter schools with facilities funding in a relatively short amount of time. The budget passed by the Indiana General Assembly in 2007 provided matching funds for IDOE to participate in the State Charter School Facilities Incentive Grants Program (CFDA 84.282D). When the grant competition opened for the first time thereafter, IDOE applied for funds under this program. In October 2009, IDOE was awarded a grant of $15 million over the next five years. These federal funds will be matched by state funds to total $30 million over five years dedicated to charter school facilities. More information about Indiana's Charter School Facilities Incentive Grant Program can be found in Appendix F-6.

Charter schools are provided assistance with facilities acquisition through eligibility to apply for and receive Qualified School Construction Bonds ("**QSCB**") and Qualified Zone Academy Bonds ("**QZAB**") to fund new facilities or make improvements to existing facilities.

The State Board exercises administrative control over the Common School Fund. The fund is established in the Indiana Constitution, and the principal is inviolate. The fund largely is invested in low cost loans to school districts for construction and technology and to Charter Schools to cover first semester operating costs either in the initial year of operation or in a year when the school has experienced significant growth.

(F)(2)(v) – Beyond the charter school law, Indiana allows LEAs to operate innovative schools other than charter schools within the traditional school governance structure.

Indiana's freeway school law (IC 20-26-15) permits LEAs to enter into contracts with the State Board under which rules and statutes may be waived in exchange for meeting or exceeding certain performance expectations.

As a part of the required school improvement planning process, a local school board may waive any rule adopted by the State Board except those rules related to the following: the health or safety of students or staff, special education under Indiana regulations, curriculum or textbooks (which can be waived by the State Board at the school district's request). The local school board may not waive a rule if doing so would bring the school into noncompliance with federal statutes or regulations.

Indiana's home rule statute (IC 20-26-3) provides that a school district may exercise any power the school district possesses to the extent that the power (1) is not expressly denied by the Constitution of the State of Indiana, by statute, or by rule of the State Board; and (2) is not expressly granted to another entity. This allows school boards to enter into agreements with educational management organizations for the operation of one or more schools.

The State Board welcomes innovative approaches to use the time within a school day in different ways or to award credit based on demonstrated proficiency instead of seat time. The State Board has eliminated the "seat time" requirement tied to the traditional "credit" definition. The State Board's goal is to get to the point where standards are clearly established but the methods of achieving

those standards are determined locally. More details can be found in Appendix F-7.

The school flex instructional program created by Indiana law (IC 20-30-2-2.2) permits a school to approve flexible attendance arrangements for grade 11 and grade 12 students who have records of academic failure, chronic attendance problems, or repeated disciplinary offenses. The students must pursue timely graduation; provide evidence of college or technical career education enrollment and attendance or proof of employment and labor that is aligned with the respective student's career academic course sequence; maintain good behavior; and maintain a 95% attendance rate.

The double up for college program established in IC 21-43-5 allows school districts and state higher educational institutions to collaborate to offer early college, dual credit, and dual enrollment programs that meet the educational objectives of the school district and are offered by the state educational institutions in secondary school locations.

Indiana has created a policy environment that encourages out-of-the-box thinking, and the State Board continues to search for new ways to foster innovative solutions.

Key Activities, Timeline and Responsible Parties:

Fall 2010:   IDOE will award up to $1 million to a university that demonstrates the support and capacity necessary to become a charter school authorizer.

2011:   IDOE will award up to $250,000 to a charter school authorizer that has a plan to improve its authorization and accountability processes.

Jan-Apr 2011: IDOE will seek ability to authorize charter schools from the Indiana General Assembly.

Jan-Apr 2011: IDOE will seek to amend the state's charter school law to incorporate authorizer accountability so that authorizers may lose their sponsorship authority if they fail to close schools that reach turnaround status.

May-Dec 2011:IDOE will set regulations and policies for its charter school authorization and accountability process.

Fall 2012:	IDOE will award up to $1 million to a second university that demonstrates the support and capacity necessary to become a charter school authorizer.
2013:	IDOE will award up to $250,000 to a second charter school authorizer that has a plan to improve its authorization and accountability processes.

(F)(3) Demonstrating other significant reform conditions (5 points)

The extent to which the State, in addition to information provided under other State Reform Conditions Criteria, has created, through law, regulation, or policy, other conditions favorable to education reform or innovation that have increased student achievement or graduation rates, narrowed achievement gaps, or resulted in other important outcomes.

In the text box below, the State shall describe its current status in meeting the criterion. The narrative or attachments shall also include, at a minimum, the evidence listed below, and how each piece of evidence demonstrates the State's success in meeting the criterion. The narrative and attachments may also include any additional information the State believes will be helpful to peer reviewers. For attachments included in the Appendix, note in the narrative the location where the attachments can be found.

Evidence for (F)(3):
- *A description of the State's other applicable key education laws, statutes, regulations, or relevant legal documents.*

Recommended maximum response length: Two pages

(F)(3) – The following examples serve to highlight Indiana's efforts to create conditions favorable to education reform and innovation which have and will increase student achievement.

Enforcement of 180-Day School Year Requirement: Not long ago, Indiana's school year was among the shortest in the nation, requiring just 175 instructional days. Worse yet, school districts were not required to report loss of days until canceled days exceeded ten in an academic year. With no mandatory makeup provision, in reality, there was no minimum school year. In 1987, the General Assembly adopted a 180-day minimum instructional year and instituted financial penalties against any school district

that did not conduct 180 days. Upon adoption, the State Board quickly eroded the requirement by allowing schools to dismiss students for ten partial days each school year for parent-teacher conferences and school improvement and professional development activities. With the understanding that productive use of available time is critical to any school's success, in early 2009, State Superintendent Bennett announced changes in IDOE policies which had previously allowed for the erosion of instructional time. These policy changes also aimed to encourage innovation and flexible use of time during the school day. While this change may seem to be a small step with regard to school improvement, it is, within the State's context, a giant leap forward in ensuring that all students are provided the opportunity to excel.

Dropout Prevention Grant: A recent study of high school graduation rates in the nation's fifty largest cities, titled *Cities in Crisis*, ranked Indianapolis last at 50th. This sobering study, along with other data, mobilized IDOE to find ways to reduce the number of dropouts and ensure that all students have the opportunity to realize the promises offered by a high school diploma and preparation to succeed in college.

Specifically, IDOE strongly supported inclusion of funding in the 2009 state budget to administer the first-ever Indiana Dropout Prevention Grant to help identify students at risk of dropping out of school and to provide appropriate interventions for those students. The effort aligns with IDOE's vision to develop learning support systems and multiple pathways that enable all students to succeed. An analysis of graduation and dropout data from the last three years led IDOE to invite ten school districts and two charter schools to compete for two grants of up to $100,000 over three years. For additional details regarding the rigorous award criteria and the awards granted in 2009, see Appendix F-8.

Graduation Performance Reward: State Superintendent Bennett believes that promoting competition through rewards for increasing graduation rates at schools with the lowest rates will contribute to a decrease in the State's graduation rate gaps. To that end, in 2009, IDOE established the Graduation Performance Reward to promote competition among Indiana high schools to reduce the

number of dropouts and increase graduation rates. All public high schools in Indiana are eligible, based on two enrollment categories—schools with total enrollment of more or less than 300 students—and winners will distribute cash prizes among personnel. For information as to the size and distribution of awards, please see Appendix F-9.

The Graduation Performance Reward will shine a spotlight on best practices that dramatically affect high school graduation. Moreover, this unique competition may provide an avenue for historically low-achieving schools to receive recognition, as schools with lower graduation rates have the potential for the greatest growth.

Performance incentives for high school graduation and beyond: As a part of addressing dropout prevention, school turnaround, college readiness, and closing the achievement gap, IDOE is working in partnership with the Central Indiana Community Foundation ("**CICF**") to establish a pilot incentive program in Indianapolis and Gary to reward schools that dramatically increase student academic performance and promote pathways toward college and career readiness. The incentive program will be part of CICF's *College Readiness Initiative*. Additional details on the *College Readiness Initiative* can be found in Appendix F-10.

Teacher pay incentives: Indiana's innovative solutions on incentive pay or pay for performance should be seen as just the start of many efforts to enact new models of teacher pay, determine what works well and what does not, and improve pay systems to reflect these findings. Indiana launched the following three promising experiments in teacher compensation at failing schools during the current school year:

- Indianapolis Public Schools – IDOE developed a set of performance benchmarks (including an evaluation tool that is weighted at least 50% on past student achievement for each teacher) with the school district and will directly pay bonuses to teachers each semester they remain at the school and continue to meet high performance standards.
- Elkhart Community Schools – IDOE worked with the school district to create a building-wide incentive compensation program with specific targets and measurements that reward teachers for student achievement. Every teacher in the building

has the unique opportunity to participate.

- Lafayette School Corporation – IDOE and the school district designed a program to offer an extended school day and year for a failing elementary school. Traditionally, the teaching slots for this extended learning time would be filled according to seniority, but under this innovative agreement, available slots will be filled based first and foremost on teacher performance and the best interest of students.

I. COMPETITION PRIORITIES

Priority 1: Absolute Priority -- Comprehensive Approach to Education Reform

To meet this priority, the State's application must comprehensively and coherently address all of the four education reform areas specified in the ARRA as well as the State Success Factors Criteria in order to demonstrate that the State and its participating LEAs are taking a systemic approach to education reform. The State must demonstrate in its application sufficient LEA participation and commitment to successfully implement and achieve the goals in its plans; and it must describe how the State, in collaboration with its participating LEAs, will use Race to the Top and other funds to increase student achievement, decrease the achievement gaps across student subgroups, and increase the rates at which students graduate from high school prepared for college and careers.

The absolute priority cuts across the entire application and should not be addressed separately. It is assessed, after the proposal has been fully reviewed and evaluated, to ensure that the application has met the priority.

Priority 2: Competitive Preference Priority -- Emphasis on Science, Technology, Engineering, and Mathematics (STEM). *(15 points, all or nothing)*

To meet this priority, the State's application must have a high-quality plan to address the need to (i) offer a rigorous course of study in mathematics, the sciences, technology, and engineering; (ii) cooperate with industry experts, museums, universities, research centers, or other STEM-capable community partners to prepare and assist teachers in integrating STEM content across grades and disciplines, in promoting effective and relevant instruction, and in offering applied learning opportunities for students; and (iii) prepare more students for advanced study and careers in the sciences, technology, engineering, and mathematics, including by addressing the needs of underrepresented groups and of women and girls in the areas of science, technology, engineering, and mathematics.

The competitive preference priority will be evaluated in the context of the State's entire application. Therefore, a State that is responding to this priority should address it throughout the application, as appropriate, and provide a summary of its approach to addressing the priority in the text box below. The reviewers will assess the priority as part of their review of a State's application and determine whether it has been met.

Recommended maximum response length, if any: One page

(i) – **Need for a Rigorous Course of Study in STEM**. Indiana's NAEP scores are somewhat

above the national average in mathematics and science, but trend data indicate the achievement of

Indiana students is unacceptably stagnant. Governor Daniels developed the Indiana Strategic Skills Initiative to address Indiana's critical job shortages and to increase opportunities and wages for Hoosier workers. It identified, among others, the following skill shortages throughout the state: critical thinking, complex problem solving, science, mathematics, and reading comprehension. Purdue University and Indiana University (Indiana's largest public four-year institutions) announced in 2009 that they will require prospective students as a condition of admission to have four years and three and one-half years of mathematics in high school, respectively, effective for the incoming classes of 2011-12. These factors indicate a clear need to strengthen the rigor and availability of STEM coursework in Indiana.

Indiana, however, is well-positioned to graduate students ready to meet these demands. Indiana's students are graduating in increasing numbers with Core 40 and Academic Honors Diplomas which require greater STEM preparation. They are participating in greater numbers in Project Lead the Way and they are experiencing more options to attend a New Tech High School (both of which are emphasized in Sections D and E of *Fast Forward,* and more information can be found in Appendix G-1.

Additionally, Indiana will expand an existing initiative that provides criteria to help schools select and adopt research-based curricular materials that will be aligned with the Common Core Standards across grade levels to support student-centered STEM instruction. Practicing and pre-service teachers will have access to these materials and professional development as they learn how to structure content and instruction to better address the needs of all students and thereby reduce achievement gaps. Indiana will use RttT funds to further develop this initiative so it is rich and deep enough to offer to schools across the state, and Participating LEAs will be able to utilize RttT funding to participate in it.

Indiana also continues to pilot new courses to create more rigorous STEM options for schools. IDOE worked with the DANA Center at the University of Texas at Austin to pilot the Advanced Mathematical Decision Making course, which follows Algebra I, Geometry, and Algebra II.

(ii) – **Partners.** The Indiana – Science, Technology, Engineering, and Mathematics Resource Network (I-STEM) is Indiana's backbone for STEM education. As explained in Section (D)(5),

I-STEM provides K-12 educators with access to STEM education experts, professional development opportunities, and strong partnerships with STEM faculty. I-STEM and IDOE have created a strategic plan for reforming K-12 STEM education in Indiana which incorporates the expertise of industry experts, non-profit organizations, universities, and STEM-focused community partners. It centers on five areas required for systemic STEM education reform: curriculum, professional development, support and advocacy, assessment, and materials support.

Indiana wants to support the development of a science materials support network through RttT funding, to facilitate hands-on, research-based STEM instruction. RttT funding will be utilized to fully develop the infrastructure for the materials support system. For further information about the development of Indiana's science materials support system, along with information about all other pieces of the STEM strategic plan, see Appendix G-1.

(iii) – **Preparing Students for Advanced Study and Careers in STEM.** Indiana boasts the largest number of schools of any state participating in Project Lead the Way ("**PLTW**") courses and is quickly growing its number of New Tech High Schools ("**NTHS**"), for which Indiana is also a national leader. Indiana's application requests funds to increase the availability of both, specifically for Indiana's bottom 5% of schools. Further detail is provided in Section (D)(5) of this application, as well as Appendix G-1. PLTW is an innovative curriculum design for middle and high school students which forms partnerships with schools, higher education institutions and the private sector to increase the quantity and quality of engineers and technical professionals graduating from schools. Indiana's General Assembly invested state funds in NTHSs in the most recent budget, thus helping a STEM-heavy high school model to expand across the state, from urban to rural settings.